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ABSTRACT

This study describes the creation of a Web-based resource guide entitled "Virtual Center of Community College Transformation" that identifies the basic elements needed to help community colleges respond to changing economic conditions, escalating demands for education from an increasingly diverse population, differing student learning styles, and emerging technologies. The Web site guides college practitioners through five gateways: (1) "Considerations for Community College Change," which explores key shift areas, effective means of reform, and the use of information systems to enhance change; (2) "An Annotated Bibliography of Contemporary Tranformation Research," where more than 300 references are listed; (3) Educational Web Resources," listing more than 200 Web sites; (4) "Case Studies" of transformational best practices in community colleges; and (5) "Virtual Center for Global Dialogue," an open forum where users can discuss issues of organizational change. Several gateways enable visitors to post their own materials, keeping the resource guide current. This Web-based resource is a practical tool to assist community college leaders to engage in organizational change by identifying and applying the strategies that may work for their institutions and by creating a global support network of transformational practitioners. Appendices, comprising more than half of the document, include a Web survey instrument, interview/field test protocols and questionnaires, recommendations for the design of the Web site, and Web site contents. Contains more than 100 references. (AS)

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Virtual Center of Community College Transformation: A Resource Web Site and Central Depository of Transformational Initiatives

by

Victoria Muñoz Richart

JC990115

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1998

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DEDICATION

This dissertation is dedicated to my husband, David Stuart Povall, who has consistently inspired, energized and encouraged me. Without his sustaining support, reassurance, patience, humor and love, this project would have been unconquerable.

The dissertation is also dedicated to the memory of my parents, Isabel Richart Custodio and Alvaro Muñoz Custodio who dreamed of this achievement and inspired me to imagine the impossible.

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VITA

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PUBLICATIONS AND PRESENTATIONS

Richart, V.M. (1989) A Model Management and Evaluation System, a publication of the Los Angeles Community College District

___. (1990) Spanish Literacy in the Native Language - an Instructional Manual and Video, a publication of the Los Angeles Community College District

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___. 1998 Leadership – As Elusive as Ever, *Association of Community College Administrators Journal*, Sacramento, California, Volume 1.

___. (1998) Virtual Center for Community College Transformation – A Resource Web Site – http:/transformation.laccd.edu/transformation

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ABSTRACT OF THE DISSERTATION

Virtual Center of Community College Transformation:
A Resource Web Site and Central Depository of Transformational Initiatives

by

Victoria Muñoz Richart

Doctor of Education

University of California, Los Angeles, 1998

Professor Wellford Wilms, Chair

Today, community colleges face their most significant challenge in more than fifty years. Unpredictable changes in economic conditions, escalating demands for education from an increasingly diverse population, changes in students' learning styles, emergence of new technologies, and the inexorable transition from the Industrial Age to the Information Age are creating a host of demands to which community colleges must respond. Colleges that will survive and succeed in this new environment will be forced to make significant, even radical changes in their administrative structures, their teaching strategies and their commitment to the advancement of society. This project identifies the basic elements needed to help community colleges change, and it creates a user-

friendly online reference of best practices through a Web-based resource guide entitled, "The Virtual Center of Community College Transformation." A preliminary study delineates the need for such a resource as well as its essential content elements. Data gathered over several years and used to create the resource guide, include Web-based questionnaires and interviews of ten transformational leaders. A field-test assessed the effectiveness and adequacy of the product itself.

The Web-based guide (http://transformation.laccd.edu – also Appendix H) offers navigation through five gateways which build upon the research conducted for this study, the literature calling for the need to change, annotated bibliographies of contemporary transformational research, and case studies of best practices. The guide's home page welcomes its visitors, explains its purpose, and presents the navigation options. Several gateways enable visitors to post their own materials thus keeping the resource guide current and a veritable "living document." This Web-based resource guide provides a practical tool to assist community college leaders engage in organizational change by identifying and applying the strategies that may work for their institutions and by creating a global support network of transformational practitioners.

Chapter 1

The Problem

> It is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.... This, in turn, means that our statesmen, our businessmen, our every man must take on a science fictional way of thinking.
>
> **Isaac Asimov** (1920–92), Russian-born U.S. author. "My Own View" (published in *The Encyclopedia of Science Fiction*, ed. by Robert Holds)

1.1 Introduction

Today, community colleges face their most significant challenge in more than fifty years. Unpredictable changes in economic conditions, escalating demands for education from an increasingly diverse population, changes in students' learning styles, emergence of new technologies, and the inexorable transition from the Industrial Age to the Information Age are creating a host of demands to which community colleges must respond. Colleges have the capability to survive and succeed in this new environment but only with significant changes in how they organize their administrative structures, their teaching strategies, and their commitment to the advancement of society.

The 1990s mark a decade of transformation in which society is undergoing fundamental changes in its basic public, economic, and communication structures. During these years of transition, community colleges should respond to these shifts by designing a compelling vision grounded on the needs of a new class of learners. If colleges are to prosper, institutional self-analysis resulting in renewed mission and functions should take place. At issue is how community college leaders should proceed to bring about such changes.

1.2 Statement of the Problem

The literature on organizational transformation suggests a fresh vision that creates new delivery systems for learning, new paradigms for financing, and new models for higher education. It has become evident that in the next decade the key to dealing successfully with lower revenues, while maintaining quality education, lies in rethinking the nature of the work being done in light of current social, demographic, technical, political, economic and educational trends.

Anecdotal evidence indicates that organizational change is evolving very slowly in community colleges. College leaders are just now beginning to address the need for a fundamental reassessment of their institutions in order to achieve greater operational efficiency while improving educational quality. Only a handful of community colleges are actively engaged in transformation initiatives. Once again, anecdotal evidence suggests that one of the basic reasons is that leaders lack the knowledge and the understanding of how to bring about the needed changes without repeating the mistakes and failures of the past.

Most community college leaders are trained in a specific area of expertise or discipline and have had little preparation in the theories and processes of organizational change. Even though most know that such change is imminent, they are unclear as to how to bring it about and wish to learn what initiatives are working, as well as those that are being studied and tested.

In addition, most educational practitioners have little time to spend on intensive research to decipher the literature on organizational change. They express the need to know what to choose from as they encounter an endless menu of studies, activities and initiatives.

1.3 Purpose of the Project

In an attempt to understand how community college practitioners are handling these issues, I conducted over 200 informal interviews from 1994 to 1996, and queried community college administrators, faculty and staff. The result of these pilot interviews showed that, as a rule, practitioners find information on organizational change by sporadic fact-finding processes. These fact-finding missions occur by locating relevant information in newsletters or through some successful Web searches, or more commonly, information is gathered through networks of colleagues, word of mouth, and/or presentations at conventions or association meetings. However, these methods of gathering information are bound by lack of time and by financial constraints. Most of the gatherings of colleagues or presentations at conventions occur once a year, and attendance is dependent on availability of travel funds and the time to attend.

During these informal interviews, I also questioned practitioners about the possibility of utilizing the World Wide Web as a tool for delivery of the information needed. The responses clearly indicated that the World Wide Web offered a singular opportunity to synthesize and present relevant information. The assumptions we discussed during these interviews were that since transformation is a fluid process, the creation of a resource guide for such a process should also have a built-in malleability. This pliant system should adapt to ongoing changes in the field, accept continual updates and additions, and, most importantly, offer a possibility for ongoing dialogue by practitioners. The outcome of these informal interviews was that a fluid Web-based process for reference and identification of transformational activities and best practices could indeed be utilized. Overwhelmingly those questioned supported the creation of such a resource guide.

Prior to formally engaging in the creation of such guide, I designed a survey instrument to ascertain the specific areas of interest to practitioners, and determine whether Web technology is indeed the appropriate mechanism for distribution (Appendix A).

The questionnaire asked practitioners if they would be interested in finding the following topics in the guide: (1) issues to be considered when seeking to transform their institutions; (2) summary of research and theories on transformational leadership; (3) annotated "Web tours" through resources and case studies on transformational activities in higher education; (4) an annotated bibliography on transformational literature; and, (5) active participation in the *Virtual Community College Center for Transformational Global Dialogue*.

Furthermore, the questionnaire also asked respondents to list any additional areas they wished to see included in the resource guide.

In December of 1996, I launched the survey instrument on the Web and distributed it through e-mail. It remained active on the Web through June of 1997. The survey's Web address was also posted on seven higher education national listservs requesting practitioners to respond. Three hundred twenty five questionnaires were returned indicating an overwhelming support to create the Web-based resource guide.

Subsequently, I conducted ten interviews with community college Chief Executive Officers (CEOs) in order to learn how they were handling the environmental pressures for change in their respective institutions (Appendix D). Five CEOs were beginning to address these environmental pressures, while the other five had had more experience responding to these pressures, and were nationally recognized as "change agents." Through these interviews, I discovered how CEOs are managing change in their institutions, and I utilized the results of the interviews in the design of the Web-based resource guide.

1.4 Practical Application

Through the input of practitioners and the review of various bodies of literature, this project culminated in the creation of a practical, Web-based resource guide http://transformation.laccd.edu – also Appendix H).

This resource guide is entitled *The Virtual Center of Community College Transformation – A Resource Web Site and Central Depository of Transformational Initiatives* (Appendix H). The Center welcomes its visitors explaining that its purpose is to be of assistance to practitioners who are engaging in change by providing a practical resource guide which will highlight transformational initiatives in community colleges. The Center offers its visitors the possibility of opening any of its five gateways into cyberspace for the exploration of organizational change activities.

The five gateways are built upon the research conducted for this project and all relevant findings. All five gateways were created in direct response to what practitioners have stated to be of importance to them in their responses to the survey instrument and in the interviews I conducted.

- The first gateway offers explorations through *"The Considerations for Community College Change."* These considerations explore the key shift areas, effective means of reform and the use of information systems, such as the Web, to enhance change. This gateway offers a synthesized guide to transformation for community college leaders.
- The second gateway offers explorations through *"An Annotated Bibliography of Contemporary Transformational Research."* Over 300 references of books, articles, monographs and journals are listed. These references directly relate to and are hyperlinked with the narrative found in the first gateway. This gateway also enables the

visitor to post annotations to articles on transformation, monographs, research papers, and books of their choosing, thus keeping this gateway a "living document."

- The third and fourth gateways respectively open into explorations through *"Educational Web Resources" and "Case Studies"* respectively. These gateways can also grow and remain current as practitioners post their own resources and case studies directly. Initially there are over 200 "*Web Resources*" listed and arranged in seven major areas of interest to educators. The fourth gateway includes case studies of transformational best practices in community colleges, universities, K-12 and private organizations.
- The fifth gateway opens onto the *"Virtual Center for Global Dialogue,"* an open forum where practitioners will be able to discuss issues of organizational change in their institutions.

With the exception of the open forum, the posting of materials on the Web site will be monitored for quality control by a panel of community college practitioners consisting of faculty, staff and administrators.

The creation of this Web-based resource guide will provide a practical tool for community college leaders to engage in organizational change by identifying and applying the strategies that may work for their institutions, and by creating a veritable global support network of transformational practitioners.

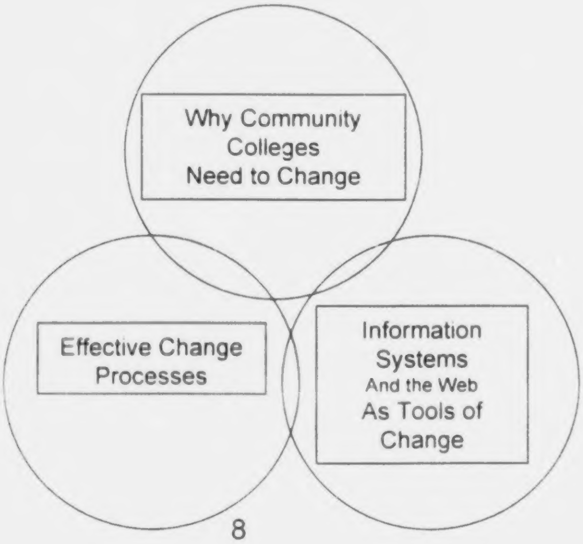
Chapter 2

Review of the Literature

2.1 Introduction

This study rests on several areas of inquiry, each of which will be reviewed separately. At the heart of this project lie the considerations upon which community college leaders should reflect in order appreciate and respond to imminent change. The primary focus of inquiry will be on the reasons why community colleges need to change. In addition, review of current literature on how to bring about positive change through strategic planning and "visioning" will be included, as will some indications of how the information systems, such as World Wide Web, are being used as tools to access information and bring about change.

A summary of this investigation in the form of a paper will be posted on the World Wide Web with appropriate references hyperlinked to an annotated bibliography.


Why Community Colleges Need to Change
Effective Change Processes
Information Systems And the Web As Tools of Change

2.2 Considerations for the Transformation of Community Colleges

2.2.1. Transforming as Resources Shrink and We Align with the Information Age

Comparisons are being made between the high costs of state and federal support of higher education and the health care system. The frustration and even the anger over higher education expenses naturally results in the public questioning the value of the product delivered. The public questions whether the rise in costs is due to the governance structures that rest decision-making power in the hands of professionals whose personal interests are compromised by their beliefs which are that increase in quality, always requires increases in expenditures (Guskin 1995).

The Chronicle of Higher Education reported on May 23, 1997 of the passage of HR 1511, a bill that would create a commission to study the rising cost of higher education. The seven-member panel will include leaders of higher education and business, with six members appointed by Congress and the seventh appointed by the Education Secretary. The panel will meet for six months and will report on whether colleges are trying to control costs or whether the federal government should take steps to curtail the rising cost of tuition and fees. The cumulative message is quite clear: we must devise creative ways to reduce institutional expenses and improve our educational effectiveness.

A report by the Pew Higher Education Research Program (March 1992, Vol 4, No.2) on how colleges and universities are responding to the financial problems of the nineties indicates that institutional leaders are beginning to take seriously the need for a fundamental reassessment of the scope and operations of their institutions. Moreover, the report shows that these leaders have taken measures to achieve greater operational efficiency are making a tangible commitment to quality enhancement.

Research in organizational productivity shows that in the next decade the key to dealing successfully with lower revenues, while maintaining quality education, lies in rethinking the nature of the work being done in light of current social, technical, political, economic and education trends (Allen 1996; Bolman and Deal 1984; Burke 1994; Carnevale and Desrochers 1997; Carter and Alfred 1996; Dolence and Norris 1995; Gouillart and Kelly 1995; Guskin 1995; Hammer and Champy 1993; Haycock 1996; Marshall 1995; Morton 1991; Quinn 1992; Rifkin 1995; Roueche, Johnson, and Roueche 1997; Simsek and Louis 1991; Zemsky 1994).

As organizational productivity is enhanced, educational excellence becomes the focus of contemporary reform efforts. The transition from the Industrial Age to the Information Age offers us enormous opportunities to create unique and innovative learning strategies. Information Age learners need to develop the capacity to search, select and synthesize vast amounts of information to create knowledge. Futurists agree that, in the Information Age, we will depart from provider-driven educational systems to learner-centered systems (Dolence and Norris 1995).

> The classroom will not disappear, nor will the campus fade into oblivion. Rather, American higher education in the 21st century will provide a spectrum of choices for learners, ranging from the truly traditional to the totally transformed. These choices will be exercised by individual learners, faculty, researchers, and practitioners in their daily work and as they chart the pathways for their learning careers. Individual learners are an inexorable force driving learning in the Information Age. But organizational actions and strategies can either facilitate or limit the choices available to learners."(Dolence and Norris, 1995:14)

Changing the manner in which we deliver education is not enough. Transformation is not a linear process. Reform activities in education must accomplish at least four simultaneous goals: (1) the reengineering of organizational processes to achieve higher productivity and quality, (2) the alignment of educational systems with the Information Age, (3) the creation of more flexible educational delivery systems, and (4) the redefinition of roles and responsibilities within the new structure (Cohen and Brawer 1989; Colleges 1988; Curry 1992; Davis 1995; Dolence and Norris 1995; Fullen 1991; Haycock 1996; Intersegmental Coordinating Council 1995; Munitz 1995; O'Banion 1995; O'Banion 1996; Roueche, Johnson, and Roueche 1997; Rowley, Lujan, and Dolence 1997; Trow 1991).

Colleges will need to begin a dedicated process of reengineering through strategic planning. Such planning must result in an institutional vision with a focus on meeting the needs of Knowledge Age learners in an ever-changing environment.

2.2.2 Responding to Changing Demographics and Multiculturalism

Between 1980 and 1990 the U.S. population increased by 10 percent, the second largest increase in the 200-year history of this nation. Just three states - California, Florida and Texas - accounted for more than half of the growth. These states also have the largest number of Latino immigrants and the largest non-white populations overall. During the same decade, immigration accounted for approximately one-half of the country's Latino population growth and nearly three-fourths of its Asian population growth. Immigration also contributed to the African American population growth, but to a lesser degree (Outtz 1995).

In California, the migration patterns present a daunting challenge. More than one in ten Americans resides in California (Dorch 1995). Recent migration patterns indicate that, though Californians are moving to other parts of the country, immigrants from foreign countries continue to pour into California and especially into Los Angeles County. Los Angeles County serves as both an entrance and exit for these migrants. This fact alone presents unique and highly critical challenges to the entire educational system of Los Angeles County. Nearly 30% of students new to the nation's schools are arriving in California's classrooms. By 2001, California public school enrollment will top seven million students. Almost one hundred languages are currently represented in California schools (Intersegmental Coordinating Council 1995).

All educational institutions are having to accommodate the substantial diversity of experiences, the wide range of languages, cultures, learning styles, talents, and intelligence that multicultural students bring with them.

> Recent demographic changes - changes that will continue into the next century - strongly suggest the need to transform our institutions, our institutional thinking and our institutional policies regarding access and equity (Outtz 1995:65)

Research in the area of access within all educational institutions (K-16), indicates that minority students continue to face enormous barriers. Access in both K-12 and all higher education sectors come to mean merely being physically present in the classroom rather than being educationally challenged by it. Being relegated to unchallenging and irrelevant remedial courses that increase the time and expense necessary to complete their studies often marginalizes students of color. In essence, culturally responsive programs, curricula, and pedagogy that would enhance learning and provide a breadth of understanding for students from marginalized groups are either non-existent or are crafted in a homogenous, and therefore unresponsive setting. (Dilworth & Robinson, 1995).

Research is now beginning to show that successful programs targeting at-risk students have an important characteristic in common: they are not driven by a deficit model that focuses on either the real or imagined weaknesses of students, society, or the community. Instead, racial, ethnic, linguistic, and other differences are seen as assets on which to capitalize rather than as problems requiring fixing (Dilworth and Robinson, 1995).

Terms such as "non-traditional learner" or "at risk students" or "disadvantaged" tend to view students as "victims." The problem for the most part is not one of disadvantage, where the blame once again is focused on the learner and his or her home and community, but one of access. Often college policies and procedures, as well as teaching strategies have blocked access and are at times the root causes of the disadvantage.

Socially conscious curricular restructuring should increase equity and access. Project-based collaborative learning is a powerful means of extending access to students who have not performed well in traditional instructional settings. In research done at the University of California at Berkley, Uri Treisman found that "disadvantaged" students had almost always failed basic science and math courses. Treisman then placed the students through workshops that challenged them with problems more complex than standard courses, fostered study groups, and helped them learn "the unspoken wisdom of excellence." The students in his program produced levels of achievement rivaling those of any other group of traditional students in the university (Treisman, 1995).

William H. Gray, III, President of the United Negro College Fund recently said:

> The real bottom line, though, is that we ought to be looking at this issue (diversity) from the other side. Diversity should not be seen as a problem with which we have to deal. Diversity is really our greatest opportunity. It's how we make America stronger, not weaker. It only takes a quick look at the world - through the prism of reality - to see that (Gray 1995:17).

One Third of a Nation, the 1988 report of the American Council of Education's Commission on Minority Participation in Education and American Life, describes the socioeconomic indicators that separate the ethnic and economic minority, comprising "one third" of our population from the remaining "two thirds." It sets a goal for the Commission that in 20 years, after a major national commitment to the amelioration of these differences, a similar examination would reveal that the minority population would have "attained a quality of life as high as that of the majority" (Swerling 1995).

In 1994 the American Council on Education published an annual status report, *Minorities in Higher Education,* showing that in six years only marginal progress had been made in the amelioration of ethnic and economic differences. Although the national percentage of minority high school graduates has somewhat increased, the percentage of these students entering college has declined. Although the percentage of minority college graduates has increased slightly, it has not kept up with the population growth. The gap between white and minority college graduates remains as it was in 1988 The report goes on to point out that with the widening gap in lifetime earnings between high school and college graduates (along with the substantially unchanged differences between the earnings of equivalently educated whites and minorities) there has been no improvement in the economic "quality of life" of "one-third" of the nation (Swerling 1995).

If we are to close the gap, we clearly need to make some changes over the next 14 years. All sectors of the education community must work together to improve the quality of K-16 education because multicultural and highly diverse students are amongst us. Their diversity is not the problem. In fact, focusing on diversity obfuscates the real issues of institutional responsibility for education. It diverts our attention from the primary goal of education: to provide students with the knowledge and skills they need to participate productively in a democratic society. Community college and K-12 educators must forge partnerships that are mutually respectful and that bring the best resources of each sector to meet these challenges (Dilworth and Robinson, 1995).

In the next ten years, more than half of all new entrants into the American work force will be minorities. Another thirty five percent will be women and new immigrants. If we do not educate all Americans to world class standards, we simply will not be able to compete in the global market (Dorch 1995). Community colleges are being called upon to prepare future workers in order to ensure that this nation's economy remains strong. The U.S. Department of Labor estimates that half of the new jobs created over the next 20 years will require some education beyond high school, and almost one-third will be filled by college graduates. In many ways, change in accordance with demographic and economic realities will prove to be a matter of survival (Outtz, 1995).

Full participation in higher education by all sectors of our diverse population is increasingly vital to the survival and growth of the United States. The corporate world is well aware of this fact and is simply awaiting the richly diverse employees we will train for them. In May of 1995, Proctor and Gamble Chairman and CEO Ed Artzt said in a major speech:

> Diversity is an integral part of the character of our company. It gives us strength. And it gives us talent - the richness of talent that we need to successfully sell our products to people of all cultures in every market of the world.

2.2.3 Adapting to the Global Economy through Workforce Preparation

Futurists estimate that in the year 2000 there will be 141 million workers in the U.S. They also estimate that around the turn of the century each individual in the workforce will need to accumulate the learning equivalent of 30 credit

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hours of instruction per year. This amount of training will be needed for every member of the Information Age workforce to remain competitive and productive; and it could add up to over 20 million Full Time Equivalent (FTE) learners from the workforce (Harvard Business Review 1991).

Information Age workers will need to spend at least 20 percent of their day engaged in learning, so the most facile learning mechanisms will be required for America to remain competitive in the global market. But are community colleges ready for the needs of this workforce?

Over the last couple of decades, continuing high rates of unemployment, global economic competition, and employer concerns about the declining quality of the workforce have indicated the expanding need for a highly skilled and flexible labor force. Community colleges have been frequently called upon to provide workforce training and retraining. However, the bureaucratic rigidity and inflexibility of these institutions are forcing business and industry to look elsewhere, and proprietary institutions are becoming more and more adept at meeting industry's training needs. Business and industry often find the educational programs in many community colleges and universities to be inflexible to their needs, out-dated in content, and unable to adequately prepare the workforce, especially in regards to recent technological advances (AGB 1996; Alfred and Carter 1997a; Carter and Alfred 1996; Cohen and Brawer 1989; Colleges 1988; Harvard Business Review 1991; McCabe 1996; Rifkin 1995;

Trow 1991). Industry's desire to use accredited institutions to provide state-approved education with the coveted degree or certificate is rapidly being replaced by a desire to provide customized, state of the art, responsive and competency-based training that will create the employees of the future. Unless community colleges redesign their educational delivery systems, other providers will become the central focus of workforce preparation.

Entrance into the Information Age is a worldwide phenomenon. The multi-decade change and innovation cycles of the late 1800's accelerated to five year cycles in the early 1900's, and to mere months in the late 1990's. The slippage of America and the need to reengineer American business and industry to reflect information age technologies, workplaces, and product quality is a well-known heavily reported factor (Case 1995; Freiberg and Freiberg 1996; Hammer and Champy 1993; Rifkin 1995). The quest for public education to provide the knowledge, personal competencies and experiences that reflect these needs will not diminish. Rather it will define the future face of public education and its value to our economy and society.

The new wave of federal workforce preparation legislation has been described as marking "the end of the New Deal." In the future, federal funds for training programs will not only be substantially reduced, but will also come with fewer categorical prescriptions. An unprecedented diversity of clients/students will be served through the comprehensive "One Stop Career Centers" which will necessitate strong collaboration by colleges with the Employment Development Department and a multitude of other agencies. Customer satisfaction - referring to both clients/students and employers - will be the hallmark of successful training programs. It is the beginning of a new wave of reform that will represent the most significant challenge yet to educators at all levels. This movement is rooted in the urgent need to retrofit public education that it may support America's stance in an increasingly competitive, rapidly changing global economy (Alfred and Carter 1997a; Carter and Alfred 1996; Colleges 1988; McCabe 1996; Rifkin 1995; Trow 1991).

Community colleges should become primary providers of workforce training, if they are to prosper in today's economy. Delivering training programs through contracts with business and industry will not only generate expanded income for the colleges, but will also strengthen the local economy by upgrading the skills of the labor force and thus preventing local industries from relocating. Community colleges have the potential to become a major force in the economic development of the nation by increasing the success rates of small businesses, strengthening the labor force in the area, and becoming a partner with others as a major element in a company's evaluation of a community's attractiveness.

In the abundant research and commentary on educational responsiveness to the global economy, it is clear that rigorous curricular review needs to be undertaken in order for colleges and universities to meet the needs of the present and future labor force (Case 1995; Freiberg and Freiberg 1996; Hammer and Champy 1993; McIntyre 1996; Rifkin 1995; Rowley, Lujan, andDolence 1997; Simsek and Louis 1991; Weisbord 1992; Zemsky 1994). Change in the organization of work is increasing the demand for higher level skills for all workers. The 1991 report by the Labor Secretary's Commission on Achieving Necessary Skills (SCANS) concludes, "... good jobs will increasingly depend on people who can put knowledge to work" (U.S. Department of Labor, 1991). It is commonly understood that all workers need to acquire proficiency in basic skills (reading, writing, computation, listening, speaking), but in a global economy they all also need to be able to think creatively, collaborate and adapt readily to changes in their work, including technological changes (Reich, 1991: Commission on the Skills for American Workforce). The priority, therefore, must be the inclusion of SCANS competencies and skills in the workforce preparation curriculum. SCANS represents a concise and precise identification of foundational skills for the employees of today and tomorrow, as identified by employers of all sizes and scope in this nation with an eye to the competitive national and global market. The integration of these competencies into the curriculum and teaching strategies will strengthen the skills of all future adults as they function in society and the workplace.

The ability to communicate, especially with people from other cultures is a critical skill for all workers. Cultural differences are increasingly prominent, within as well as between nations. The global worker's preparation thus requires instruction that offers an understanding of cultural, social and political differences and enhances certain common values and shared insights. Training must include the development of interpersonal skills that will enhance the worker's ability to participate, form and lead teams/coalitions of people from differing cultures. As commercial interdependence increases, collaboration and like communication will become even more universally important.

Additionally, as the local economy becomes more dependent on international trade, there is an increasing need to better communicate with foreign trading partners. Our own culture is changing under the impact of immigration and the demands of international markets. Greater focus needs to be placed on reciprocal international education programs. Community colleges are the ideal venue for foreign students, business people and professionals to become acquainted with the American culture, language, and styles of doing business, etc., while for our students it is an ideal place to study the cultures of our global trading partners. If greater focus is placed on global/international curriculum, the potential for increased income as a result of partnerships with other countries can boost the colleges' economic standing.

All the skills that have been described are not generic and they manifest themselves in different disciplines. Thus each major course of study must consider how to strengthen student learning in these areas. The skills of the global worker, such as the ability to work in teams of people with varied cultures, are relevant not only to the work environment but also to the social and political fabric of the nation. When re-thinking the curriculum, colleges must consider change in both general education and education specific to the major, if we are indeed going to remain a viable competitor in the global economy.

2.2.4 Utilizing New Technologies

New electronic technologies, global information through the "super highways" of the Internet, affordable and extraordinarily powerful computers, and breakthroughs in interactive and simulation software are now available and ready for use. When these technologies are combined with students who have grown up with computers and video games, tremendous opportunities for new types of learning environments evolve.

These opportunities have come in the form of "distance education" and Web-based learning, by which teaching can be offered to students beyond geographical boundaries, and access to higher education provided to all citizens. In addition, as the colleges expand their contractual partnerships within a global economy, distance education and Web-based learning become efficient and effective instructional methodologies to be used in the development of partnerships with foreign countries, particularly through the provision of courses in English, workplace literacy and skills, American culture, etc.

Currently, and even more so over the next decade, sophisticated interactive software for college-level subject matter will be easily accessible for local and global use. While the initial cost of developing even more sophisticated interactive technologies is high, the size of the higher education market will attract enterprising software developers and will lead to reasonable costs. As a result, software choices are likely to grow exponentially (Guskin 1995; Morton 1991; Quinn 1992).

Beyond interactive technology is the ready access to the "information superhighway," the Internet, where students can gather information from all over the globe, access numerous library catalogs and databases, and globally communicate freely with peers and experts all over the globe. The growth of the superhighway is eminent, as is the availability of vast amounts of information in a variety of formats.

Advances are occurring in software that simulates science laboratories. The use of this software can significantly reduce the expense of costly laboratory materials and of maintaining extremely expensive laboratories. It is likely that as colleges and universities seek to cut costs, the market for such software will significantly increase. Just as flight simulators have long been used to train pilots before they climb into actual airplanes, authorities in a variety of fields say virtual reality "environments" have a bright future as a training tool for students and as way to give doctors and engineers a "dry run" through less risky or costly procedures (AGB 1996; Davis 1995; Guskin 1995; Johnstone and Krauth 1996).

Almost all academic disciplines are bending under the weight of the ever-increasing access to and need for information. To deal with the information explosion, all academic and vocational disciplines continue to evolve and expand. In their scholarly and research pursuits, faculties are increasingly using "networks" to deal with the information explosion and the shrinking cycle of change (Colleges 1988; Davis 1995; Dolence and Norris 1995; Gilbert 1996; Harlacher and Gollattscheck 1996; Katz and Henry 1988). The World Wide Web is filled with bulletin boards, virtual laboratories, collaboratories and many more kinds of networks. The tools of network usage are revolutionizing discovery research and the synthesis of information in academic and vocational disciplines worldwide.

A symptom of the information explosion is the inevitable, increasing importance of a learner's capacity to continually synthesize vast amounts of information. Learners need to develop the capacity to search, select and integrate vast amounts of information to create knowledge (Davis 1995; Dolence and Norris 1995). Considering that the time cycle for information change is currently assessed to be on a monthly basis, this synthesis must be a continuos process. This skill set is critical to success in contemporary organizations, and must become a fundamental skill set of learning environments. The new class of

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learners needs to be one of genuine "knowledge navigators" who develop the capacity to negotiate a pathway through an overwhelming universe of information on their way to understanding (Davis 1995; Dolence and Norris 1995).

The potential financial savings and the power of these tools for student learning present an unprecedented challenge for faculty and administrators. We must not hesitate to invest in the equipment and training necessary to provide these services and educational opportunities to the students who can benefit from them. The flow of these students into the community college system may seem like a trickle now, but in the next decade it will become a torrent.

With the exception of England and Australia, no other countries are systematically handling the problem of helping faculty learn to teach in the new environments, and rethink the curriculum on a national basis. The United Kingdom has a "Computers in Teaching" initiative with disciplinary centers, each with national responsibility, situated at different universities. Each center provides training, support materials, newsletters, and consultation in its field. Australia is creating faculty development materials for national use.

In the United States, the focus is on specialized projects such as the Annenberg/CPB Project "Learn Online" which funds colleges and universities' projects primarily aimed at helping educators learn about technologies, or to think together about how to restructure the curriculum. Other countries have specific projects which spread particular techniques or software, but none have the kind of ambitious program that is needed to help its instructional corps to go through a complete career shift.

2.2.5 Promoting Student Learning

Public educators can no longer avoid demonstrating to the public at large, to employers, to state and federal governments, to parents, to accrediting institutions, and to students themselves, that they are getting a good return on their own and society's educational investment. In community colleges, it is clear that stronger and stronger pressures are being imposed to demonstrate that appropriate levels of student learning result from the education offered.

The challenge for the next decade is for community college faculties and administrators to address the issues of how students learn. Attention must be focused on the implications of research on student learning styles, multiple intelligences, and the developmental issues based on the age, gender, race, nationality or life experiences of the students being taught. Focusing on student learning turns our thinking about the future of our colleges and universities upside down: from faculty productivity to student productivity, from faculty disciplinary interests to what students need to learn, from faculty teaching styles to student learning styles, from classroom teaching to student learning (AGB 1996; Angelo 1993; Astin 1993; Barr and Tagg 1995; Carter and Alfred 1996;

Chickering and Gamson 1991: Colleges, 1988 #179; Katz and Henry 1988; Norman 1993; O'Banion 1995; O'Banion 1996; Weinstein 1996).

Community college educators have started the transformation process of creating "learning colleges" by redesigning all of their policies and practices and creating new institutional visions that are focused on the student's learning not the faculty's teaching or administrative policies (O'Banion 1996).

At the heart of these transformation efforts is rethinking the question "how do students learn and under what circumstances?" Psychologist Donald Norman (1993) discusses the optimal environment for learning, while Arthur Chikering and Zelda Gamson (1991), both higher education researchers, discuss how faculty can increase student learning. Norman believes that the optimal environment for learning exists when a high intensity of interaction is offered through encouraged feedback. When the faculty motivates and provides a sense of direct engagement, high learning occurs (Norman 1993).

Chickering and Gamson, in their well known article Seven Principles for Good Practices in Undergraduate Education (1991), conclude that good practice: (1) encourages student/faculty contact; (2) encourages cooperation among students; (3) encourages active learning; (4) gives prompt feedback; (5) emphasizes time on task; (6) communicates high expectations; and (7) respects diverse talents and ways of learning. Current research indicates that the primary learning environment for undergraduate students, the lecture-discussion format, may need to be addressed in terms of the elements of good instructional practice, the optimal setting for student learning, and the advent of the Information Age. This is one of the principal challenges of the 1990s and beyond. Colleges and universities are going to have to focus not so much on how faculty teach but on how students learn, thus engaging in an active educational agenda to enhance such learning.

> ... new organizational structures may be necessary, but not sufficient to improve education. Something else is needed to guide human energy in productive educational directions. The "something else" is a set of particular commitments and competencies to guide practice. Is the point of restructuring to provide a better way of teaching the current curriculum to students who haven't learned it? Or is the goal to fundamentally change, for all students, what is taught and how it is taught? (Newman 1993:6)

Answers to such questions will ultimately reflect the quality of education as we begin focusing on student learning. Educational research (Angelo 1993; Astin 1993; Bok 1986; Chickering and Gamson 1991; Gates 1996; Magolda 1996; Newman 1993; Norman 1993; Pascarella and Terenzini 1991; Weinstein 1996) can be aggregated and summarized to indicate that student learning at the undergraduate level can be defined by three learning strategies:

(1) Accumulation of information and knowledge (students are expected to accumulate information and knowledge in a host of fields with depth in at least one).

(2) Skill development (students are expected to develop skills in writing, communication, quantitative and scientific methods).

(3) Conceptual development (students are expected to develop intellectual tools that will enable them to critically analyze material they are acquiring and to make judgments about its relevance to other issues of concern).

In community colleges, the common format for addressing the first of these learning strategies, *the accumulation of knowledge,* is through lecture/discussion, and through the use of books to maximize the presentation. Sometimes visual aids - such as films, videos and the like - are used to supplement the lecture.

However, the advent of the Information Age - with sophisticated interactive softwares for college-level subject matter, real-life simulation technologies, and the World Wide Web - will inevitably provide alternative formats in the classrooms. The power of these technologies is enormous, especially for student learning.

However, neither hardware nor software or access to the Internet does not determine how teachers teach or how students learn. It is in the restructuring of existing educational systems that the future of proactive learning resides. Restructuring should result in enhanced involvement in learning, and increased time on task. It should foster intimate faculty-student and student-student

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interaction, foster increased coherence in the courses of study, and, most importantly, it should augment equity of access (Roberts, 1997).

The Institute for Research on Learning's (IRL) last decade of study has yielded to the challenge of past fundamental assumptions of the basic principles of learning. The IRL identified seven basic principles for learning: (1) learning is fundamentally social; (2) knowledge is generated in the life of communities; (3) learning is an act of membership; (4) knowing depends on engagement and practice; (5) engagement is inseparable from empowerment; (6) failure to learn is the result of exclusion from participation and (7) we already have a society of lifelong learners (Whitcome, 1997). If accepted and applied, these principles can provide the fabric from which educators can design strategies for active and continuous learning in a highly multicultural society.

If educators are to change current teaching practices to achieve a higher level of learning by all students, fundamental course review will have to take place. For example, courses could be offered in "learning modules." All modules would encourage collaborative learning and could simulate social and cultural environments. Information could be offered through electronic sources, or individual or group interaction with faculty, or lecture-discussion, or real life experiences, simulations or a peer-study (Davis 1995; Dolence and Norris 1995; Gates 1996; Gilbert 1996; Guskin 1995; Johnstone and Krauth 1996; Newman 1993). The possibilities are endless.

Innovative teaching strategies may necessitate creative evaluation procedures of student learning, which could include separate assessments of the learning achieved in each of these modules integrated into a total assessment of the overall learning demonstrated.

The second learning strategy, *skill development,* is a central focus in the educational system from early on. In colleges, skill development ranges from the more basic levels of math, quantitative methods, writing, and communicating to the higher levels of skills of foreign language acquisition, electronic technologies, nursing, performing and visual arts, etc.

In addressing skill development for the future, it is important to consider that students entering college in the next decade will be attuned to working with computer-generated-environments, whether from playing games, "surfing" the Internet or working with interactive television systems. The use of interactive technologies and "simulated" laboratories for skill development should be a basic element of curricular reform. New roles for faculty as facilitators, knowledge navigators, and learner/service intermediaries will become increasingly important (Barr and Tagg 1995; Bowen 1992; Carter and Alfred 1996; Colleges 1988; Davis 1995; Dolence and Norris 1995; Harlacher and Gollattscheck 1996; Katz and Henry 1988; O'Banion 1995; O'Banion 1996; Rifkin 1995; Rifkin 1996; Stewart 1996; Weinstein 1996).

Finally, the last strategy, *conceptual learning*, is thought to be the cornerstone of a good undergraduate education, requiring a considerable amount of reflection on the part of students, and often reassessment of existing beliefs and assumptions. As students advance through their undergraduate education, they are expected to form conceptual abilities. However, experts agree that, in many college classrooms around the nation, current teaching practices are not consistent with a reflective mode of learning and students are not being motivated to develop conceptual frameworks (Astin 1993; Bok 1992; Guskin 1995; Newman 1993; Pascarella and Terenzini 1991). Conceptual learning takes place when students are fully motivated to go beyond their current assumptions. Successful teaching occurs when students are enticed and motivated into excitement and interest in the topic, and then given the proper tools to reflect, explore, compare, integrate and form the proper conceptual structures. The problem is to make students want to do the hard work that is necessary for reflection (Norman, 1993). Indeed, Norman's studies show that students who were highly motivated learned the material far better than those who were uninterested, irrespective of how the material was presented. The same findings were obtained through a decade of applied research at the Institute of Research and Learning in Palo Alto California.

It is commonly accepted that future generations of students may not be able to maintain the level of interest and attention required for motivated learning. Yet we know that students become highly motivated and learn through interactive games, television and films. In writing about game makers and entertainers, Norman (1993) observes that they obviously know how to capture interest, whereby real learning takes place (albeit learning of irrelevant subjects). He suggests that perhaps we can merge these skills. The trick is to marry the entertainment world's skills of perception and ability to capture the user's engagement to the educator's skills of reflective, in depth analysis.

Research demonstrates that through the redesign of curriculum and the creation of learning laboratories, faculty can produce powerful learning environments (Burke 1994; Carter and Alfred 1996; Davis 1995; Dolence and Norris 1995; Guskin 1995; Johnstone and Krauth 1996; Newman 1993; Norman 1993; Weinstein 1996). These modalities use simulated environments to motivate and challenge students to reflect on their beliefs and actions (such as simulating school and city decision-making settings). They also used these environments to generate real life case studies, on which to test students' problem-solving abilities.

Faculty, serving as mentor/group leaders can provide students with feedback and focus that challenges conceptual thinking while enabling students to build self-confidence.

Alexander Astin (1993) noted that higher education faculty spend little time involved in activities unique to active student learning. He assessed how little time faculty spent in direct individual faculty/student interaction and in intense small group discussions. He described how faculty rarely engage in mentoring and/or advising, or in encouraging students to be involved in activities that are important for student learning (ie. those that do not involve faculty such as peer-group, team-oriented settings, peer tutoring and coaching, and experiential learning outside the institution).

In contrast, it appears that K-12 faculties are becoming better versed in these approaches through the many reform initiatives of the last decade (Intersegmental Coordinating Council, 1995). For example, in California the new generation of curriculum frameworks now focuses on student understanding, student engagement, and expected student learning results. The frameworks have several enhancing concepts and instructional strategies in common. These include critical thinking and conceptual understanding; problem solving based on real-life problems; meaning-centered rather than memorization-oriented learning opportunities; active learning and activity-based instruction; contextualized learning which makes connections to students experiences; collaborative learning in groups; and interdisciplinary learning (Intersegmental Coordinating Council 1995). The fundamental goal of the K-12 reform initiatives is to shift the emphasis in K-12 education from teacher-centered focus to student-centered, experiential focus (Fullen 1991).

The number of students moving into higher education who have experienced the full impact of reforms in K-12 is very small so far. But what is now a small stream will likely become a widening river. What will students encounter when they enter our post-secondary institutions? Will community colleges respond quickly enough to provide them with a smooth-flowing, coherent educational experience? What kinds of changes are we willing to make to ensure that students experience a seamless transition into higher education? The call for action is quite clear.

2.2.6 Establishing Collaborative Communities

Some of the recent research and practices in educational reform evolve around the notion that if restructuring is going to take place, it needs to do so at the level of conviction and not just as an external organizational "face lift" (Aune 1995; Burke 1994; Curry 1992; Freiberg and Freiberg 1996; Gouillart and Kelly 1995). Therefore, a logical first approach to restructuring is to look at the basic and root metaphors that shape our thinking about educational institutions, metaphors that shape the way we understand the instruction, leadership and management within them (Sergiovanni 1993). Sergiovanni suggests that in education the metaphor of choice is "organization." Educational institutions are understood as formal organizations, and what occurs within them is understood as organizational behavior. He illustrates how the phrase "to organize" provides a clear picture as to how the organization metaphor forces us to think about educational institutions. To organize means to arrange things into a coherent whole. Therefore, as "organizations," public educational institutions develop explicit teaching structures, management structures, and procedures that give a convincing account to the public that everything is in place to accomplish the stated purposes.

The "organization" metaphor, however, is now being blamed for the failures of previous attempts of academic reform (Aune 1995; Burke 1994; Sergiovanni 1993). It is clear that reengineering organizational structures without focusing on the substantive purpose for change, and the level of commitment of those involved will create only temporary benefits (Newman 1992). Metaphors have a tendency of creating realities; and since different metaphors create different realities, truth is always relative to its generative metaphor.

So, if the "organization" metaphor needs to be changed, what should the metaphor of choice be? Experts now agree that it should be one where communal commitment and conviction are the driving forces for change (Block 1995; Case 1995; Colleges 1988; Harlacher and Gollattscheck 1996; Hutchins 1969; McClenney, LeCroy, and Croy 1991; Rifkin 1995; Rifkin 1996; Sergiovanni 1993; Weisbord 1992; Wheatley 1992; Wheatley and Kellner-Rogers 1996; Willms 1996).

Therefore, going back to the Aristotelian concept that human beings by their very nature need to form communal bonds both for the exchange of ideas and to focus on the common good, researchers studied groupings of individuals who successfully worked together with that common goal in mind (Hough 1992). A predominant model based on collaborative communities of individuals working towards a common goal was found to be most applicable to public education (Sergiovanni 1993). Therefore, changing the metaphor for educational institutions from "organization" to "community" would be a powerful first step in changing our thinking on how our institutions should be organized and administered, as well as what should take place within them.

> In communities, for example, the connection of people to purposes and the connections among people are not based on contracts but commitments. Communities are socially organized around relationships and the felt interdependencies that nurture them. Instead of being tied together and tied to purposes by bartering arrangements this social structure bonds people together in special ways and binds them to concepts, images and values that comprise a shared idea structure. This bonding and binding are the defining characteristics of schools as communities. Communities are defined by their centers of values, sentiments and beliefs that provide the needed conditions for creating a sense of "we" from a collection of "I's." (Sergiovanni, 1993:7)[*]

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[*] Sergiovanni defines bartering as follows: "Administrators and teachers, and teachers and students strike bargains within which administrators give to the teachers and teachers give to students something they want in exchange for compliance. As a result everyone becomes connected to their work for calculated reasons. Students behave and study as long as they get their rewards. Teachers respond for the same reasons. And when rewards are no longer available or no longer desired, administrators, teachers and students give less in return."

In organizations, the relationships within are formed (for others and us) by external forces, and are codified into systems of hierarchies, roles and role expectations. Communities rely more on common purpose, values, professional socialization, collegiality and natural interdependence. Collegiality in organizations is a group arrangement that forces people to work together, whereas in communities, collegiality comes from within, from a connection between people based on reciprocity, mutual responsibilities and other basic emotional or intellectual ties (Sergiovanni 1993).

What are the shared values, commitments, intellectual ties, and mutual responsibilities that would enable our colleges to become a community of mind? How will these values and commitments become practical principles that can guide the lives that community members want to lead within our institutions? What are the patterns of mutual obligations and duties that emerge in our institutions as community is achieved? The motives that bring people together are the key in determining whether such a community will be authentically achieved. For community colleges, survival is the motive, and restructuring the vehicle for achieving success.

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2.3 Positive Change through Strategic Planning and "Visioning"

2.3.1 Learning Institutions

Community Colleges are complex and ambiguous in their structures and mechanisms. Yet for the most part those who work inside these intricate organizations do not necessarily feel that they are as vague or elaborate. In any organization, employees want their world to be understandable, predictable and manageable, even in the face of inconsistencies and an ever-changing environment. As a result they form theories and ideologies to help them not only understand the institution, but to maneuver within it with ease and comfort (at least for as long as the theory holds true). What is critical about organizational theories is that they help all to understand situations and thus take actions (Bolman and Deal 1984). The theories learned make all the difference in determining whether a given situation is confusing or clear, and thus they frame the decisions. Bolman and Deal (1984) explain that developing these theories and ideologies, or "frames" as they call them, takes time and energy so workers have an investment in them once they are developed. To give up an established theory is to sacrifice all the investment that went into learning it. Thus change becomes an unwelcome intruder in the world of order that has been created.

Bolman and Deal (1984) note that it is commonplace for different people to see things differently, and that it is widely understood that differences in the theories they possess and understand can create differences in how they perceive reality. Therefore, understanding these differences and clarifying them so that everyone perceives the same reality is critical for the success of any organizational transformation. Institutional leaders are at the heart of any transformation effort. They are the diagnosticians who use the theories or frames to guide the organization, and when necessary, adopt, create and formulate new ones to meet the demands of the changing environment.

For community colleges the ability to create new organizational and educational processes to innovate is crucial if they are to remain competitive in an increasingly turbulent world. This kind of change requires not only the invention of new delivery and organizational systems, but also their adoption and their diffusion to all parts of the institution. Institutionalizing change is the most critical element and often the one most organizations can not accomplish. The examples of successful organizational change tend to be isolated to a part of the institution or specific program within it. However, if long-lasting institutional change is what is desired, then, as the most recent organizational research illustrates, the institution needs to become a learning society (Huber 1991).

Organizational learning has become popular among corporations that are interested in increasing their competitive advantage through organizational change initiatives that focus on innovation and effectiveness. Argyris and Schon, two of the early researchers in this field, defined organizational change (or organizational learning) as "the detection and correction of error" (Argyris and Schon 1978: 2). Later Fiol and Lyles defined learning as "the process of improving actions through better knowledge and understanding" (Fiol and Lyles 1985: 803). Eight years later, Dodgson provided the interpretation that still remains, defining organizational learning as:

> "the way firms build, supplement, and organize knowledge and routines around their activities and within their cultures and adapt and develop organizational efficiency by improving the use of the broad skills of their workforces" (Dodgson 1993: 377).

Therefore a "learning" community college would be an institution that would purposefully construct structures and strategies so as to enhance and maximize organizational learning throughout all of its internal organizational and delivery systems. Just as learning is essential for the growth of individuals, it is equally important for institutions, particularly institutions of higher learning where "learning" is in the name.

Yet, although individuals form the bulk of any institution or organization, organizational learning is more than the sum of the parts of individual learning. In healthy learning organizations, when members of the institution leave the learning continues. If well established and nurtured, organizational learning contributes to organizational memory. Thus, learning systems should become part of the institution and not the individuals within it (Dodgson 1993; Fiol and Lyles 1985).

Just as critical as creating basic learning systems is unlearning old and useless ideologies, theories and behaviors. As with individuals, organizations must unlearn past behaviors and theories, as well as operational and delivery systems in order to grow in tandem with the future (Prahalad and Hamel 1994). It is through these apparently conflicting learning systems that sustainable change can and does occur - in so far as learning occurs - not only due to knowledge acquisition from outside the institution, but also due to the rearrangement of existing knowledge, the revision of previous knowledge structures, and the building and revision of organizational theories.

Organizations learn and unlearn as they improve their adaptability and efficiency during turbulent times (Dodgson 1993). Learning and unlearning enables quicker and more effective responses to our complex and dynamic environment. Institutional learning therefore creates "learning systems" which increase information sharing, communication, understanding and the quality of the decisions made (Nevis, DiBella, and Gould 1995).

However, if these learning systems are not focused, chaos sets in and any possibility of change ends. Dodgson (1993), Fiol and Lyles (1985) offer a practical solution suggesting that contextual factors such as structures, culture and the environment can be strategically addressed in order to influence organizational learning. Most of the literature in this field throughout the last ten years notes that strategy influences learning by providing a boundary to decision-making, and a context for the perception and interpretation of the environment (Huber 1991).

Therefore, processes for durable change can be accomplished through strategic planning and within a set of structures that encourage and facilitate change and learning. Fiol and Lyles (1985) encourage "organic" decentralized structures versus "mechanistic" and centralized ones. They have found that these latter structures promote fragmentation, do not support people thinking for themselves, and create organizations where individuals do not possess a picture of the whole. On the other hand, the decentralized structures encourage learning systems of open communication, shared learning, openness, reflectivity and acceptance of error. These structures empower all to make decisions that will benefit the entire organization thus forcing all involved to stay informed, increase their understanding of the whole institution, and partake in the design of the vision and mission (Morgan 1986). In an organic decentralized learning organization, the leader is not simply a decision-maker but also a teacher, a designer, and a steward of change (Senge 1991). This stewardship is based on the design of an institutional culture that will have a strong foundation and core values with policies intended to fulfill the institutional mission. The mission itself has been arrived at through strategic planning that has facilitated both individual and organizational learning (Stata 1989).

2.3.2 Strategic Planning – Creating the Vision for the Institution

Effective strategic planning models are designed around the decisions that must be made in order to achieve institutional integrity. The strategic decision process should capitalize on the institution's strengths and abilities, should not be linear, and should establish frameworks for decision-making, communication, analysis of each step and overall evaluation (Mintzberg 1994; Roueche, Johnson, andRoueche 1997; Rowley, Lujan, and Dolence 1997).

The primary decision an institution must make is defining its direction, its mission, and its functions (Dolence, 1993). This institutional direction can easily be formulated through Key Performance Indicators (KPIs) which are the numbers an organization uses to assess the degree to which the institution is meeting its commitments (Rouche, Johnson and Rouche, 1997). KPIs enable an institution to determine its effectiveness and efficiency, success or failure, growth or decline, as well as improvement or deterioration. Because they are essential, they form the basis for developing the institutional strategic decision-making process. By using KPIs, institutions can focus sharply on the most essential elements of success (Roueche, Johnson, and Roueche 1997).

Subsequently, decisions need to be made in terms of the effect of the external environment on the institution's direction, both presently and in the future. For this reason, an external environmental analysis of the political, economic, social and technological trends should take place. Concurrently, an extensive internal environmental analysis of the institution's strengths and weaknesses should be conducted (Dolence 1993; Dolence, Grajeda,Rapp1988).

Based on these factors and through a brainstorming process the institutional strategies, goals, and objectives can begin to emerge with widespread open communication and free exchange of ideas.

Institutional resources ought to be realigned with the new direction along with a framework for evaluation which will permit the institution's planning efforts to be aligned with its accomplishment which will be measured through the attainment if the KPIs (Bowen 1992; Dolence 1989; Levine 1980; McClenney, LeCroy, andCroy 1991; Rowley, Lujan, and Dolence 1997).

The design of a strategic plan in a learning institution is a rather simple process composed of six clear steps. Strategic planning does not need to be a highly complicated process. Rather the simpler it is, the more communicable it is, and thus the easier for most, if not all, members of the institution to participate in it. If the intent is to create an organic, decentralized learning institution that will encourage innovation, change and systemic transformation, a simple, yet efficient strategic planning process should be implemented.

Following is an uncomplicated list of the basic considerations and elements to be included in designing a strategic plan for change. These steps have been summarized and result from the strategic and organizational literature review previously mentioned.

Step one: Establish, define and stratify the Key Performance Indicators:

- Select those measures (numbers) that represent what the institution is doing
- Select the measurable future factors
- Select the institution's primary and secondary factors
- Frame strategies and evaluation (current factors vs. desired factors)

Step 2: Conduct an External Assessment - Environmental Scanning

- (A) Conduct an external analysis of the political, economic, cultural, demographic, social and technological trends. KPIs of this analysis should be established both by the institution's shareholders and its stakeholders.
- (B) Conduct an analysis of the institutional collaborators, defining who they are and how they collaborate with the institution. Again, the KPIs of this analysis should be developed both by the institution's shareholders and its stakeholders.
- (C) Conduct an analysis of the institutional competitors (both direct and indirect) defining who they are and how they compete with the institution. Once again, the KPIs for this analysis should be developed both by the institution's shareholders and its stakeholders.
- (D) Conduct a cross-impact analysis with each step identifying the institutional opportunities or threats in relation to the KPIs.

Step 3: Conduct an Internal Environmental Assessment

- (A) Identify the institutional strengths and weaknesses in:

- (1) Academic programs – analyzing the academic programs themselves through program review, reviewing the academic infrastructure, and looking at student outcomes and satisfaction. An academic Master Plan should result from this analysis.
- (2) Administrative Infrastructure – analyzing the institution's information systems, structures, core competencies, policies and procedures that hinder student learning and organizational learning and transformation
- (3) Student Services – studying all functions such as recruitment, retention, student life, information services, financial services, learning services, and student development.

(4) Resources & Capacities – reviewing the physical plant, funding, resource development etc.

- (B) Conduct an organizational analysis of current performance, productivity, benchmarks, policies and procedures
- (C) Conduct an analysis of current strategies, goals, objectives and resources

Step 4: Conduct a Cross Impact Analysis of the Institutional External and Internal Assessment

The cross-impact analysis will measure the potential impact of external and internal factors on the institution's KPIs. This process builds institutional understanding and communication, developing insight as to where the various institutional planning groups are in relation to the overall direction of the organization.

Step 5: Formulation of the Vision through the development of the Mission/Goals/Objectives and Strategies

At this point, the formulation of the institution's vision and its mission should come very naturally. The vision of an organization provides the context for the path the institution needs to follow as it evolves. At the heart of the path is the purpose of the organization – its reason for existing. Strategic planning is the process for path-finding, and path-finding involves defining what an organization is about, where it is going, and what values it maintains as guidelines for making decisions, working with others, etc.

Through the strategic planning process the path is laid out with the cross impact analysis of the KPIs creating the cobble stones that will configure the institutional mission, its goals, objectives and strategies. Goals are normally three to five year milestones, while objectives are usually one-year measurable activities, and strategies are immediate implementation tools.

Step 6. Evaluation

An evaluation process should be incorporated to ensure that each step of the process is analyzed and assessed based on its impact on the institution's KPIs and, by the resulting impact on the vision and mission of the institution.

2.3.3 The Institutional Vision – High Performing Colleges

Transformation is necessarily part of ever college's future and traditional models are no longer useful in responding to and building educational markets. A new type of institution is evolving to respond to an environment where competition is fast and loose. This new institution and the vision that will propel it into the next century must be created through the shared process of "visioning" (Alfred and Carter 1997a; Allen 1996; Bennis and Biederman 1997; Carter and Alfred 1996; Freiberg and Freiberg 1996; Fullen 1991; Kanter 1989; Weisbord 1992).

Vision communicates the future state (i.e., what the institution wants to become). Vision answers the questions, "Where are we going?" "Where do we want to be in one year, or five or twenty years from now?" As the answers to these questions begin to flow the transformation process begins, and initiates change: the change that calibrates an institution with its environment, the change that creates a new institution; the change that creates learning colleges, where teaching disappears and learning reappears (Aune 1995; Barr and Tagg 1995).

In developing the vision for the contemporary community, one reality is clear: colleges facing swift competitors and quality-conscious clients cannot afford to underestimate the depth and speed of change required to remain vital and stay ahead. Colleges will need to use the full impact of learning networks and technology to accommodate current and future learning needs, and they will

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need to collaborate with other learning organizations in global virtual education networks (Alfred and Carter 1997a; Barr and Tagg 1995; Dolence and Norris 1995; O'Banion 1995; O'Banion 1996).

Visioning for the future will have to include the necessary movement away from structured competition. Our colleges will need to co-evolve with other organizations to deliver services to students – a process that will involve cooperation as well as conflict. Generating shared visions, forming alliances, negotiating deals, and managing complex relationships with new partners (while simultaneously competing with them) will all be part of this co-evolution (Alfred and Carter 1997a).

It is useful to envision a different way of delivering education and the utilization of "strategic inflection points" – situations in which forces and opportunities affecting a college increase significantly and are recognized and utilized through the strategic planning process (Alfred and Carter 1997a; Bennis and Biederman 1997; Carter and Alfred 1996).

Success lies in recognizing and understanding events and changing conditions in the competitive environment and acting on those events and conditions with the potential to reshape the institution towards effectiveness and efficiency. The focus at that time shifts from the past toward what is yet to come.

Richard Alfred and Patricia Carter's research (1997) suggests that there are three basic types of community colleges that are emerging with a proper sense of balance between enhancing the present and "visioning" the future as they become "high-performing" institutions.

The first type they describe is the Operational College, where priority is on managing the present and ensuring that the future is consistent with the present. The vision of this type of college is to forego opportunities in some markets and to focus on its core competencies in order to attract a small but steady flow of students. This college is transforming by dropping under-enrolled programs, fine-tuning support services, and developing clear priorities about what it will or will not do.

The second type is the Linear College, where the organizational structure has been flattened and streamlined to a level where big decisions can be made at the contact point with students. Faculty and staff have been regrouped to where departments are integrated into cross-disciplinary divisions. The vision is to improve what presently exists by benchmarking and planning for a future that is an extension of, but not a radical departure from, the present.

The next type is the Frame-Breaking College where the focus is on the horizon and the opportunities that lie ahead. The vision is in creating the future through developing innovative delivery systems that place the college in new competitive arenas. Organizational structure and culture are radically changed, internal walls and silos no longer exist, and a host of new partnerships are developed to tap energy from other organizations.

Which approach is better: managing the present through core competencies, extending the present into the future through linear change, or creating a different future? Organizational theory has demonstrated that a balance needs to exist between continuity and creating the future through constant innovation (Blanchard and Waghorn 1996). Community colleges therefore will need to embrace multiple dimensions of change to be successful in the future. Alfred and Carter conclude that high performing community colleges will be those "that are capable of working effectively on incremental change while simultaneously creating revolutionary change and learning from both experiences" (1997(a): 43). Their "high performing colleges" will allow different dimensions of change to coexist, thereby providing considerable latitude for development. The researchers firmly believe that these types of colleges will eventually become very comfortable with paradox and ambiguity.

Institutional acceptance of ambiguity and paradox is a critical factor in the success of the transformation process. Accepting change and the chaos it naturally brings with it enables those within the institution to shift their paradigms, theories, and structures with greater comfort. These shifts inevitably bring forward new organizational models of service revolving around those the institution serves, namely the students (Denison 1996). The natural evolution from the Industrial Age organizational models of the centralized, single-structure institutions (whose delivery is based on the existence of programs and services) to the decentralized, multiple structure institutions of tomorrow (with the student/learner's needs at their core) will therefore be more easily embraced (Alfred and Carter 1997a; Alfred and Carter 1996; Alfred and Carter 1997b; Denison 1996).

In addition, colleges operating within the decentralized model will focus on understanding evolving markets and develop distinctive programs and services through the creative management of what Alfred and Carter call "white space" (1997 (a): 44). "White space" describes the new areas of growth that fall between organizational units because they do not naturally match the skills of faculty and staff or do not fall under the jurisdiction of an existing department or service. The colleges of the future will maintain porous boundaries, and use decentralized structures and cross-functional processes to deliver programs and services, and be focused on the learner having shifted from the "teaching paradigm" to the "learning paradigm" (Barr and Tagg 1995; O'Banion 1995; O'Banion 1996). The teaching paradigm has a specific methodology that determines the boundary of what colleges can do, while the learning paradigm's boundaries are the student's learning and success. These boundaries are set through the anticipation of the learners' needs and by the speed with which colleges respond to these needs in relation to other providers. Speed and customization have become the guiding principles for the survival of contemporary community colleges.

Alfred and Carter (1997) believe that as attention to "white space" increases, so too will the efforts at innovation, transformation, and most importantly, the response to the student's needs. In such an environment, faculty, staff, administrators and students will gather from different units in temporary teams to conceive new organizational and educational delivery systems. The use of "white space" will become an increasingly important part of the future of community colleges and a key to transformation. It will be the glue that will hold together decentralized institutions (Alfred and Carter 1997a; Alfred and Carter 1996; Alfred and Carter 1997b; Denison 1996; Dolence and Norris 1995).

Transformed community colleges will feature the perspective that the students instead of faculty, staff and administrators define the institutional values. Consequently, the motivating force in designing and delivering programs and services will not be internal staff, but external demands through feedback and input from the learners. This focus will require a structure that provides a mechanism for continually conveying information about student needs to faculty and staff throughout the organization (Alfred and Carter 1997a; Barr and Tagg 1995; Dolence and Norris 1995; O'Banion 1995; O'Banion 1996).

Alfred and Carter's research points out that those colleges that have worked to minimize (or eliminate) hierarchy, long chains of command, and complex decision processes involving staff differentiated into programs and departments have the best chance of systemic, organizational change. They emphasize the demonstrated success of network organizations and the need for interaction with outside organizations in innovative and aggressive ways. When organizational units affiliate with external organizations in fluid combinations that are mutually supportive and both respond to and anticipate the needs of the marketplace, success is all but guaranteed. These principles have served corporate America well, with demonstrated success for those businesses that have embraced them. It is now up to institutions of higher learning to follow suit (Bennis and Biederman 1997; Blanchard and Waghorn 1996; Bolman and Deal 1984; Denison 1996; Dodgson 1993; Freiberg and Freiberg 1996; Gouillart and Kelly 1995; Hammer and Champy 1993; Marshall 1995; Morgan 1986; Nevis, DiBella, andGould 1995; Rifkin 1995; Willms 1996).

2.3.4 Leadership and High Performing Colleges

Leadership remains an ephemeral concept. Researchers continue to struggle to find a universal and comprehensive definition of when, where, how and under what circumstances leadership occurs (Lincoln 1995).

Early research theories focused on trait theories: the characteristics of "great men" acknowledged to be leaders. Then came the second generation of leadership theories which focused on power and influence. The third generation of leadership studies focused on behavioral theories, emphasizing leader performance (Birnbaum 1989). Lately biographical, autobiographical and ethnographic studies are providing distinct profiles of leaders and leadership in an attempt to find common denominators.

The last decade has now produced a body of thinking that stresses leadership as an interactive process between leaders and followers. Thus, the personal traits of the leader become less important than the complex interrelations between leaders and followers, and the resulting effects of those interactions. Birnbaum's 1992 study of leadership at 32 colleges and universities revealed that contemporary higher education institutions do not depend on a single omniscient leader. Colleges and universities have histories, cultures, traditions and identities that precede and outlive their leaders, and most do not undertake radical transformation with every new president. Hence, if leadership is not the exclusive property of a single person, then who is leading the American institutions of higher learning? Bensimon and Neuman contend that in contemporary higher education, teams of leaders are at the helm of leadership (Bensimon and Neumann 1993). They point out that working in teams enables leaders to see the institution from many different perspectives and, therefore, to use a wider variety of approaches and strategies in resolving conflict and in moving the institution forward. Another argument for the contemporary dispersion of leadership is that in sharing their power, leaders broaden their support base, obtain buy-in by empowering others, and ultimately ensure the long lasting implementation of their ideology.

Contemporary community college administrators are now advancing their goals and objectives in teams if not by choice, by legislated mandates. Several states in the nation have enacted laws and regulations requiring "shared governance" mechanisms in their community college system. At first, many managers balked at the mandate but, as time has passed, many have seen the benefits in team decision making. While the application of the concept of "shared governance" continues to require refinement, the concept of distributive leadership is a sound one. Effective teams work collaboratively, represent a broad cross-section of the institution and bring different perspectives to bear on the team's decisions (Green 1994). Yet there is an art in leading groups and in the empowerment of their members.

Team leadership requires the ability to listen to others, understand them, and value their viewpoints. It requires establishing trust, first by trusting others and then by honestly valuing diverse opinions. It requires leading by giving up control (Green 1994).

Models of participatory leadership also have taken center stage in both the corporate sector and the political arena. As the conditions for leadership in different contexts change dramatically, notions of how leaders lead and what makes them successful are changing as well. The environment for political, corporate or academic leadership is becoming increasingly complex.

> Corporate leadership used to be so simple. You had it, or you didn't. It was in the cut of your job. And if you had it, you certainly didn't share it... Then of course the world turned upside down. Global competition wrecked stable markets and whole industries. Information technology created ad hoc networks of power within corporations.... Call it whatever you like: post-heroic leadership, servant leadership, distributed leadership, or to suggest a tag, virtual leadership. But don't dismiss it as just another touchy-feely flavor of the month. It's real, it's radical, and it's challenging to the very definition of corporate leadership for the 21st century (Huey 1994).

Futurists agree that the current administrative and operational structures, both in corporations and in higher education, were designed in response to an industrial era in which access to information was limited, technological innovation was gradual, mass production was valued, and government funding was plentiful (Dolence and Norris 1995; Hammer and Champy 1993).

Today leaders will, by necessity, be knowledge navigators, experts in not one domain but in a multitude of domains, and their unique leadership characteristic will be how well they handle themselves and their followers in the field of accessible knowledge.

Gardner's definition of leaders as "persons who, by word and/or personal example markedly influence the behavior, thoughts and/or feelings of a significant number of their fellow human beings (here termed followers or audience members)" (Gardner 1995: 8), no doubt will transcend as the contemporary definition of leadership. No matter what type of leadership attributes are attached to a person his or her ability to influence *a significant number of their fellow human beings* remains a universal outcome of leadership.

The study of contemporary leadership shows that the restructuring of corporations has dispersed responsibility and leadership while empowering the workers (Bennis and Biederman 1997; Bolman and Deal 1984; Burns 1978; Freiberg and Freiberg 1996; Gardner 1990; Green 1994; Kanter 1989; Marshall 1995; Senge 1991; Stata 1989; Wheatley 1992). Hierarchies in corporate America are moving out while participation is moving in. In the realm of politics, a similar surge of change in leadership style is occurring as a result of the lack of national consensus and the public's refusal to perpetuate the "great-men" mystique (Green 1994). This is clearly demonstrated in the treatment of political leaders by each other, by the public, and of course by the press. Everyone is fair game, and rudeness has become a way of life (Grove 1994).

The loss of the mystique for leaders permeates across boundaries. Corporate, religious, political and educational leaders are subjected to endless criticism by constituent groups, and of course, by the press. They are reproached for either exercising too much leadership, or for lacking leadership, for having a singular vision in times of shared responsibilities, or for lacking a strongly defined message, for being too strong or for being too weak.

What is becoming crystal clear, however, is that to succeed, leaders need to fundamentally embrace the interactive nature of their relationship to their followers as a fluid process, changing and transitioning in immediate response to situational factors. This interrelationship is grounded in the way in which leaders respond to a given situation, and their follower's perception and acceptance of the leader's response. Effective leadership is therefore currently being defined as a combination of different behaviors suggesting that it is "a social attribution that permits people to make sense of an equivocal fluid and complex world" (Bensimon, Neuman, and Birnbaum 1989: 7).

Yet people do want heroes. People do want leaders to help them understand the complexities of every day life, they do want someone they can follow and believe in, someone they can look up to, respect and trust, someone whose power resides in his or her ability to influence without perceived authority.

Leadership in a discordant society requires different ways of thinking about leadership and a more sophisticated set of these elusive "leadership skills." Required is a great amount of finesse, patience, thick skin and a core belief in the empowerment of others.

Successful leaders engage others in such a way that together they raise one another to higher levels of motivation and morality (Astin and Leland 1991; Bensimon 1991; Bensimon and Neumann 1993; Birnbaum 1992; Gardner 1995; Green 1994). They must first and foremost understand their followers. This understanding is crucial for the leader in that it facilitates the process of movement by the followers towards the "object of their joint quest" (Wills 1994: 19).

Leaders of the past had an easier role in that they would set forth their "stories," as Gardner (1995) describes, and the ready audience would follow. However, contemporary leaders have a more difficult and challenging task. They must fully understand the needs, goals and dreams of their followers and then persuade their audience on the audience's terms, rather than on their own. It is a matter of creating a viable partnership.

Partnerships, however, require sharing, not mandating. In these partnerships, leaders must sometimes be followers. Sometimes they must deliberately share their power with others by delegating it or by truly giving it away. John Gardener (1990) indicates that for leaders to function in the complex world of today, they need critically important skills that involve agreement building, networking, and the exercise of non-jurisdictional power and institution building. These skills appear to be rather well suited for the temperament and upbringing women have, and the last decade has seen a remarkable increase of women entering and succeeding in the management arena.

Helen Astin and Carole Leland's study demonstrated that virtually all of the women in the study conceive leadership as a process of "working with people and through people" (1991:157). In rethinking her earlier study of leadership, this time from a feminist point of view, Estela Bensimon, concluded that inherently "women as a group, tend to define their identity in terms of relationships, as opposed to men, who define their identity in terms of separation" (1991:149).

A basic premise of feminist leadership theory is that women experience the social world differently than do men, and that this translates into a particular epistemology, and by necessity, a different ethic (Donovan 1990). However, much of the traditional research and discourse on leadership, with some noted exceptions, has not had a focus on gender. The emphasis on formal organization has centered on groups who have been routinely managed by white, Anglo-Saxon males, and as a result the research has centered around the social and class preoccupation of that group (Lincoln 1995).

Until a formal critical research agenda on leadership is fully instituted, the limited studies on gender influences on leadership cannot provide conclusive evidence. However, the inherent abilities that women bring to the leadership tapestry should not be ignored.

Managing disharmony, diversity, and chaos requires subtlety, courage, and the self-discipline to suppress one's own ego in the service of the greater good. If leadership means a process of change then those who understand the antecedents of activism and passionate commitment for the good of society are indeed in a strong leadership position (Astin and Leland 1991).

In conclusion, if the essential function of leadership is to build an organization's culture and shape its evolution, leaders who foster systems thinking and systems dynamics to facilitate both individual and organizational thinking will succeed (Stata 1989). Therefore, a successful learning institution will have a leader (or leaders) who guide individuals in restructuring their theories and ideologies by identifying and challenging prevailing mental models and fundamental assumptions. Morgan (1986) and Grantham (1993) suggest that successful leaders are those who encourage the exploration of multiple viewpoints to any problem through dialogue and discussion. In this way a veritable learning organization may be created.

2.4 The Use of Electronic Information Systems in Transformation

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There has been very little research on the influence of technology, especially of information systems such as the Web, on organizational transformation and learning. Several electronic bibliographic databases were utilized in this inquiry including EconLit, ERIC and Media Metrix. Much of the literature on technology-based information systems and related topics is accessible through the World Wide Web, so the search included use of several search engines such as Infoseek, Yahoo! and Altavista. Notwithstanding these efforts, the direct literature on the use of the World Wide Web as an information-gathering tool for educators was practically non-existent. The best of the literature consists of analysis of the data as it relates to the marketability of products and to the use of the Web by consumers. However, analysis of this data, along with inquiry in the utilization of information systems and their effect on organizational change, yielded to some interesting assumptions.

2.4.1 Historical Perspective of the Creation of the World Wide Web

The study of information systems (the Web in particular) on organizational learning and transformation begins with a historical perspective of the development of such a system. This perspective is based primarily on the research conducted by Andy Carvin from EdWeb (Andy Carvin, EdWeb 1997).

Of all the advances in technology and computer networking, it is the World Wide Web that has truly captured the public's imagination. Since its popularization in 1993, the Web took over information systems in business, recreation, research and academia, and propelled the creation of the worldwide "information superhighway."

But how did it all start? Well before there was ever a notion of a World Wide Web, computer users began to navigate cyberspace on the world's largest computer network, the Internet. Initially, the Internet was used primarily inside the scientific community, but as a result of the demand by college students wanting access to electronic mail, Internet usage exploded. But beyond the basic capability of e-mail and several other network services, the Internet was incomprehensible to the vast majority of users since it required an intimate knowledge of computers and network operating systems.

Therefore, researchers at the University of Minnesota came up with *gopher*, a network protocol that would (with the appropriate software), guide the user from one file to another, as well as from one computer to another. *Gopher* thus became one of the most popular ways of storing and presenting information over the Internet, it could only present information in text form.

In 1989, British computer scientist Tim Berners-Lee, from the European Particle Physics Laboratory (CERN) in Geneva developed an entirely new protocol to give Internet users the necessary tools to design complex online multimedia documents. He called it the *World Wide Web*. The Web protocol enabled Internet users to weave information in multiple directions and layers with global links to unlimited informational sites and systems. Beyond its general ease of navigation, the Web also allowed users to present information via text, audio, and video.

Yet, the Web remained a tool utilized only by a handful of research sites around the world because of its complexity in navigation. However, in 1993 programmers at the University of Illinois at Urbana/Champaign released *Mosaic*, an easy-to-use *Web browser* that was freely distributed over the Internet. Mosaic made it easy for users who were not computer experts to navigate, or browse through the Internet, and this was the first step toward the popularization of the Web. Eventually, other browsers such as *Netscape* began to proliferate, making the Web even more accessible to casual users. By the fall of 1994, it was estimated that there were anywhere between 7,000 and 10,000 Web sites around the world, with upwards of 10 million users (Andy Carvin, EdWeb 1997).

> The success of the Web lies in its ability to present information in a non-linear format. He points out that though a user may begin with a given starting point (the home page), where to go from there is up to the whim of that user. Order becomes irrelevant, at least in the tradition sense of reading a book from one end to another. Because the Web allows you to click and choose your next subject, you can skip over entire sections of information while lingering through others in great depth. This ability to "surf the 'Net," exploring the Internet with no defined end point or order, is known as hypernavigation, and the form in which it

> appears on the Web is commonly referred to as hypertext (Andy Carvin, EdWeb 1997).

Carvin reports that hypertext was first conceived of nearly 50 years ago when in 1945, futurist Vannevar Bush published an article entitled "As We May Think" in the July issue of The Atlantic Monthly. He predicted the invention of a curious device known as Memex (or Memory Extender). Memex was described a data storage device "in which an individual stores all his books, records, and communications, and which is mechanized so that it may be consulted with exceeding speed and flexibility" (Andy Carvin, EdWeb 1997).

Electronic "links" would allow the Memex user to connect different points of information together, so he or she could go from one page to another, or from one part of the world to another. The user of the Memex could link together anything at will since there would be no protocol, just the links themselves.

Carver writes that in the years that followed Vannevar Bush's seminal depiction of this non-linear world to come, Ted Nelson lead the charge into hypertextual exploration using computers. It was Nelson who coined the word "hypertext" in the early 1960s, as he articulated a vision of a society where on-line, hypertext documents would become as common as books or magazines are today. Subsequently, with the advent of digital technology and its high capacity for data storage, infinite amounts of hypertext information could be kept.

> As hypertext's non-linear architecture becomes more popular and mundane in non-scientific circles - as is

> now becoming the case with the Web - a whole new cultural attitude will develop in the worlds of reading, writing and publishing (Andy Carvin, EdWeb 1997).

A critical factor in the success of the Web has been the standard generalized markup language for the Web, created by teams of researchers at CERN and MIT and designed to alleviate any problem of incompatibility amongst computers worldwide. This standard, known as HTML (Hypertext Markup Language), is a basic set of codes that can be added to any regular text.

Some individuals still believe that the World Wide Web is only a passing fad, yet the current practice speaks to the contrary. One only has to open any newspaper or popular magazine or witness the proliferation of Web addresses for products, movies, articles, and opinion pieces. It is logical to assume that, as individuals, businesses, corporations, entertainment giants, economies, religions, medical associations and educational institutions all begin to explore the Web and publish their own electronic products and information systems the Web's utilization will only increase.

2.4.2 The Use of the World Wide Web Today and Tomorrow

Today the World Wide Web remains a powerful information learning system. The research division of Morgan Stanley and Associates, a global financial services company, estimated that there are currently 35 million

Internet users, compared to 28 million last year and 9 million in 1995 (Mignogna, 1996).

As the Web technology improves and the traffic and utilization increases, users (in particular advertisers and researchers) seek accurate means of monitoring and analyzing the use of this information system. In response to this need, Media Metrix' NPD Group, in July of 1995, launched PC Meter, a service that provides the only unduplicated audience exposure and demographics of Web utilization in the nation (Johnson, 1997). The NPD Group is the seventh largest market research firm in the United States, with international affiliations in Canada, Europe, Latin America, Australia and Asia.

Developed by NPD's in house research and development teams, PC Meter is a special software application, which passively monitors user activity on a PC. NPD has installed the PC Meter in a nationally representative sample of households across the nation so that activity monitored on these PCs can be used to determine the national behavior. In addition to measuring traffic on the Web, PC Meter profiles detailed information about consumers and their activities. PC Meter also measures which software applications are used, by day and time and by demographics. Subscribers to the service receive quarterly analyses which provide an overview of the quarter's results plus in-depth studies on topics of interest - topics which vary with every publication. The service is designed so that advertisers and researchers can have the strategic information that will enable them to reach the growing number of consumers with computers in their homes. In addition to advertising agencies, subscribers include a variety of companies such as Intellecast, MICROSOFT, NBC and several research institutions.

PC Meter's research has shown the compounded annual growth of Internet users for the next year to be 54% and that more than 150 million people will use the Internet by the year 2000. They have assessed that business users of the Web spend almost two thirds more time on the Web than home users. The research also shows that the great majority of users spend most of the time at a PC in a single application thus offering basic information for the development of software applications.

Their research indicates that we are adopting the Internet faster than we have ever adopted any other media. It took radio 38 years to reach 50 million people, 13 years for television to reach the same number, 10 years for cable, and a mere 5 years for the Internet.

Morgan Stanley, reported that the number of Fortune 500 companies with a Web presence increased from 175 at the beginning of 1996 to nearly 400 at the beginning of 1997 (Mignogna, 1997). This represents an increase from 35% to 80% penetration. This increase is an important barometer for how quickly the Web is becoming a mainstream channel for the marketing, communication and business transactions activities of major corporations.

PC Meter and Morgan Stanley estimate that there were 167 million PC users worldwide by the end of 1996 and expect an increase of approximately 84 million in 1997 for a total of 251 million. Their estimates indicate that 28 million of all PC users had Web access in 1996, and they predict that 157 million PC users will have Web access by the end of 1997.

PC Meter also tracks the Web sites that are the most frequented or utilized. In 1996, the top ten Web sites consisted nearly exclusively of Web tools, such as search engines, and sites that serve as default home pages for commercial on-line services, browsers and Internet Service Providers (ISPs). Five content-driven sites had appearances in the top ten at different times during the year. They were: the University of Michigan, the University of Illinois, Urbana-Champaign, Playboy, and two sites offering free personal home pages (Webcom and GeoCities). It is of particular interest to note that two of the sites are institutions of higher learning, offering content driven information to the education community and the public at large. Of even further interest is the fact that the University of Michigan site contains the Web page for the Consortium of Community College Development as well as the Society of College and University Planning page on transforming higher education.

University researchers are already looking to the expansion of this technology, mostly in response to the great demand for information that is now housed in the Internet. Volumes of new information are being added to the

Internet daily, if not hourly. For example, Microsoft adds 500 MB of information to its Web site every day - a quantity equal to an entire CD-ROM full of information (microsoft.com). In this dynamic learning environment, which is expanding at exponential rates, the traditional means by which individuals acquire knowledge and gather information are changing just as rapidly.

The Chronicle of Higher Education reported on May 21, 1997 that 35 research universities will be added to the National Science Foundation's high-speed computer network project "Internet 2." Internet 2 is aimed at developing an improved Internet for a variety of academic uses. This brings to 64 the total number of universities that will be connected to what is called the "Very High Speed Backbone Network Service (vBNS)." This network is considerably faster than the conventional Internet, carrying information as fast as 622 million bits per second (the fastest portions of the existing network transmit about 50 million bits per second). The goal of the project is to connect the top 100 research institutions in the nation. Paralleling these new developments is the evaluation of current practices in the global market. The United States government has now prepared a strategy to help accelerate the growth of global commerce across the Internet. Under the leadership of Vice President Gore, an interagency working group on Electronic Commerce has prepared a Framework for Global Electronic Commerce. This Framework establishes a set of principles to guide policy development, outlines the Administration's positions on electronic commerce, provides a road map for international negotiations, and identifyies the government agencies that will take the lead in implementing this change.

The study all of these technological, economical and political developments also calls for the evaluation of our educational delivery system. Traditionally, education has been very dependent on time and place. Yet, with new information technologies such as the Web, learning can occur not only in a student's library work station, but also at home, at another college, at work, in a hotel room, in another town, another city, another country, etc. Web technology has completely transformed the nature of the student body.

2.4.3 Influence of Electronic Information Systems on Learning

The influence of technology on learning has been well documented in relation to the traditional technological methodologies - namely computer-based and/or distance learning (televised instruction) - yet not much has been written about the influence of new information systems (ie. the Web) on learning.

An aspect in organizational theory which must be more thoroughly explored is how organizations utilize the Web or any other technological information system to gather information in order to make decisions. Dogson (1993) states that researchers in organizational theory have been rather slow in addressing technological information systems and their influence in the field.

Brown and Duguid (1991) make a passing mention of the influence of technological information systems on organizational learning, suggesting that further research in this field will have to take place.

Grantham (1993), however, states that technology can be used to clarify assumptions, speed up communication, elicit tacit knowledge, and construct histories of insights, catalogue those insights, and ultimately enable transformation.

All researchers do acknowledge that the influence of information systems is two fold: (1) direct influence affecting structure and environment and (2) indirect influence affecting attitudes and beliefs (Brown and Duguid 1991; Dodgson 1993; Mason 1993; Zuboff 1988).

Information systems flatten the structure of an organization by promoting dissemination of information to all members of the institution, thereby creating a well-informed *learning* organization. Through these information systems, the institution becomes more knowledgeable, decentralized, flexible, and systematized. Increased availability of information helps members share information, thereby increasing learning all around. Computer communication systems not only automate, they "informate" the institution. (Zuboff 1988).

The Web in particular has the possibility of generating new streams of information, thereby expanding knowledge beyond the initial contact point. In an informed organization, the locus of control then shifts from managers to workers, who are now empowered with information. Knowledge in this context becomes the institution's core asset (Roberts, 1997).

Strategic applications of information systems for knowledge acquisition can take two forms: (1) capabilities for assimilating knowledge from outside the institution (such as determining who your competitors are or conducting environmental scanning for planning purposes), and (2) capabilities for creating new knowledge from the reinterpretation and reformulation of exiting theories and assumptions (Mason 1993).

New computer-mediated communication information systems such as electronic mail, bulletin boards, computerized conferencing systems, electronic meeting systems, document delivery systems and the Web have been shown to increase participation in decision-making and result in better quality decisions since these are made by consensus and not domination (Hiltz and Tuorff 1993).

These collaborative systems allow the creation of social and professional networks of members sharing theories, ideas, propositions, innovations, etc. They not only provide information, but they allow for feedback, collaboration and virtual dialogue. This environment allows for not only better access to information, but also to better understanding and interpretation of that information (Roberts, 1997).

The Web enables all users to link and share multimedia, audio and video information, and promotes organizational learning and knowledge dissemination

(Gershman and Gottsman 1993). The use of the Web provides the ability to link large numbers of information units in a dynamic manner, thus enabling users to recognize, understand, define, investigate, evaluate and solve problems either alone or in groups (Turoff, Rao, and Hiltz 1991). This latter concept is easily understood when one considers that, at times, an organizational unit may be in search of informationitdoes not know how to access it, while another unit has such information, yet does not need it or does not know who might need it. The Web offers the possibility of exchange of said information serving as an online yellow pages service (Carvin, 1997).

Organizational learning takes place when those within it interpret and apply information they receive (Huber 1991). With an ever-changing environment, it is not surprising that most institutions are faced with uncertainty and ambiguity. However, this uncertainty can be reduced tremendously through the process of accessing information, sharing it, discussing it and growing from it. With the Web, discovery and discussions can take place, enabling users to collaborate across time and distance. Of particular interest is the fact that information systems, such as the Web, can support not only the storage and retrieval of information used to make decisions, but also the process itself and the outcomes. Senge (1990) speaks of how information systems can help in the establishment of learning laboratories, which can be small-scale models of real-life settings used by management teams to solve critical problems.

In addition, most organizations and institutions of higher learning have in place automated information systems that provide them with "hard" data such as budget, population analysis, inventory control systems, administrative systems, etc. However, very few institutions have systems that capture "soft" data. Brown (1991) states that the ideas and theories generated by the employees of an organization rarely get recorded or shared beyond the work unit where the employee resides. He urges the storing of such ideologies, experiences and narratives in electronic format so that greater organizational learning can take place. Brown reports on the research efforts at Xerox 's Palo Alto Research Center (PARC) to capture such collective knowledge created by communities of practice. John Seely Brown, the Chief Scientist at PARC writes, "communities of practice are essential and inevitable building blocks of society. Being an inevitable rather than optional form of social arrangement, they have the same credits and debits as society as a whole.... Learning a community's way always requires access to that community of practice." He concluded that the "new interactive technologies offer such access and thus enhance the learning potential of all members of that community" (Brown and Duguid 1996:14-19).

Web-based systems have the capability of managing organizational memory and organizing it in a manageable format for use by all members of the institution. These hypermedia-based information systems have great application within areas that deal with large, complex, highly connected and cross-referenced bodies of information due to its malleability, fluidity and adaptability (Balasubramanian 1994). Research on the use of these systems indicates that they can store and retrieve vast amounts of organizational knowledge, and with the use of modern access facilities such as navigation, queries and personalized pathways, this information is at the fingertips of all members of the institution thus is paved for virtually any type of transformation (Brown and Duguid 1991; Gates 1996; Gershman and Gottsman 1993; Grantham and Nichols 1993; Hiltz and Tuorff 1993; Mason 1993; Morton 1991; Quinn 1992; Turoff, Rao, and Hiltz 1991; Zuboff 1988).

Web sites are now finally being established and designed to bring about scholarly dialogue on the effects of the Web on learning systems. Monash University, the largest University in Australia, publishes online "EJVC", a peer-reviewed journal dedicated to scholarly research and discussion of all aspects of computer-mediated human experience, behavior, action and interaction (monash.edu.au). The Resource Center for Cyberculture Studies is an online, not-for-profit organization whose purpose is to research, study, teach, support and create diverse and dynamic elements of cyberculture (otal.umd.edu). The Annemberg CPB project, "Learning On Line," sponsored a program of seven projects in 1990 to develop and institutionalize "new pathways to a degree" for students wishing to obtain degrees of higher education off-campus (learner.org/content).

The Annemberg project is noteworthy in that, three years into the program, the Director was asked to lead a retreat on technology and "new paths to a degree" for the Maricopa Community College District in Arizona. As a result the "Flashlight" project was created and subsequently funded to develop a set of evaluative factors for the Community Colleges of Maricopa, as well as for all the other institutions participating in the "Learner Online" project (learner.org/content/ed/strat/eval/).

Another very interesting Web site is EdWeb, which offers an exploration of the worlds of educational reform and information technology (edweb.sdsu.edu). Offering evaluation reports on virtual space learning are various other interesting Web sites: (elec.gla.ac.uk/tltsn/evaluation) links to evaluation resources; (elec.gla.ac.uk/tltsn/case1) links to case studies of evaluation; (english.ttu.edu) links to evaluation systems of technology based work . Finally, CAUSE, the association for managing and using information resources in higher education has a strong resource Web site (cause.org), and Internet Institute offers a wide range of services including research in the field of Web-based learning (net-inst.com).

In addition, national organizations and associations are now providing discussion forums for its subscribers on the effects of technology on learning, and the new methodologies that practitioners are having to adopt to address the multiple learning styles of cyberspace and distance learners. Some of the most worthwhile forums are: C-EdRes which provides a moderated forum for posting of educational resources on the Web (Edres-L@listerv.unb.ca); AAHE offers a moderated forum for information sharing on issues and topics of technology-based education (aahesgit@list.cren.net); Online-Ed provides a moderated electronic forum of current activities in online education (with emphasis on the Web) and offers articles from leaders in the field (mailserv@unimelb.edu.au); SCUP (Society of College and University Planning) offers a subscription service for members of their newsletter and information on transforming higher education initiatives (scup@umic.edu).

2.4.4 The Influence of Cyberspace

All of these bodies of literature and information agree that changes in the organization of learning are imminent. These changes come in three distinct fields: (1) the changes in teaching and learning practices; (2) the changes in organizational structures to create systems which support the study and awarding of degrees to off-campus learners; and (3) changes in the roles of the faculty.

The research posted on these Web sites and listservs agrees that the teaching and learning practices of cyberspace users fosters greater engagement in learning and more productive time on task. Although all conclude that this field of research is just beginning and thus needs further study prior to reaching any final conclusions, the consensus is that off-campus learners function and learn at higher levels than initially expected. They conclude that these results are due to the fact that cyberspace learners are continually engaged in project-based learning, collaborative learning, learning at paces and times of the student's choosing, andcontinuous improvement of their work. Additionally, these students benefit from improved student-faculty and student-student interaction as well as enhanced feedback.

The same conclusions are reached in relation to the utilization of this technology in bringing about effective and long-lasting institutional transformation. Access to and use of information spans the learning base of an organization, and enables the storage of the history of the institution right along with its developing present and future. It enables individuals within these organizations to "have a voice" (albeit one in cyberspace) which, coupled with the access to information, encourages greater organizational learning. These combined variables can then provide the means for institutions to become more flexible and thus more responsible to the changing environment.

Although no firm conclusions can be drawn until additional research in this field is conducted, all indications are that electronic information systems, such as the Web, will greatly enhance our learning and thus should greatly influence and improve the way we organize the academy toward the common good of society.

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Chapter 3

Methodology

This chapter presents the three methods of data collection and analysis I used in order to design a resource Web site responsive to needs of educational practitioners. The subsequent chapter (chapter 4) presents the results, discussion, and conclusions.

3.1 The Premise

This project is designed to be responsive to and useful for practitioners. I designed and constructed the resource Web site by using the results of survey and interviews conducted; they form the foundation blocks of this project.

Prior to engaging in any research and/or work on this project, I sent out a questionnaire asking the basic question of whether or not practitioners believed that the proposed undertaking was worthwhile and of use to them. The questionnaire, through voluntary response mode, assessed: (1) if educational practitioners, were interested in the creation of a resource Web site of transformation initiatives; (2) if the Web technology was an appropriate delivery tool; (3) if they were willing to post their transformation initiatives on the Web site, and (4) if they were interested in contributing to an ongoing virtual dialogue.

Following the survey, I also conducted ten personal interviews with community college Chief Executive Officers (CEOs). Initially, I conducted a pilot test with three college presidents in order to test out, and refine the interview questions, and interview protocols. Subsequently, the interviews of all ten Chief Executive Officers took place. The interviews assessed: (1) the key elements for transformation in community colleges; (2) how CEOs obtain information to help them make decisions; (3) if they utilize, or would like to utilize, the Web to find information; and (4) what would they like to see included in the Web site.

3.2. Survey Procedures

Practitioners were asked to respond through a questionnaire (Appendix A) if they were interested in a resource Web site that would contain the following topics:

(1) issues to be considered by practitioners when seeking to transform their institutions (based on contemporary research and educational theory)

(2) summary and analysis of current research and theories on transformational leadership (elements of success for transformational leaders)

(3) annotated guided "Web tours" through resources on transformational activities in higher education and business and industry

(4) annotated guided tours through K-12 transformational activities of significant impact on higher education

(5) guided tours through higher education institutions implementing transformational initiatives (models/case studies/contact persons)
(7) active participation in the *Center for Transformational Global Dialogue* that would enable global net connections on transformational activities.

In addition to assessing the practitioners' interest in the information listed above, the survey instrument also assessed their opinions regarding Web technology as a viable means for providing the information. It also solicited their input in regards to additional information they would like to see included in the Web site.

3.2.1 Survey Instrument Development

The survey questions were developed with the assistance of the faculty and students at the University of California Los Angeles (UCLA). Subsequently, the survey questions were pilot tested with doctoral students of UCLA's Educational Leadership program (Cohort 3) during the fall 1996 quarter. I then refined the pilot test questions pursuant to the comments and responses received by the students and the faculty.

3.2.2 Survey Instrument Distribution

I launched the questionnaire in December of 1996, and it remained active on the Web through the July of 1997. I posted the survey instrument on the Web and also distributed it through e-mail. I also sent announcements to seven higher education national listservs requesting practitioners to respond to the survey. In addition, I listed the address of the survey instrument with several Web-based search engines such as Infoseek, Yahoo, Magellan, and Lycos.

3.2.3 Population Sample

The survey instrument had four questions asking those responding to identify themselves in one of several categories: (1) administrator in Higher Education, (2) faculty member in Higher Education, (3) student in Higher Education, and (4) other. Later the population sample will be aggregated from the responses received.

The Web listservs that I used are available to educational practitioners at all levels throughout the United States, Canada and Australia.

I also sent the questionnaire via e-mail to Chief Executive Officers and Chief Instructional, Student Services, Business and Information Technology Officers in the California Community Colleges. The State of California has these e-mail lists readily available. Thus I gained access to this mailing list. I attempted to access the national e-mail address database for the same Chief Officers of all Community Colleges in the United States, but as of now the lists are not available.

I had no means with which to identify how many educators read about the survey in the listservs and did not respond. A counter could not be built into the Web-based questionnaire to assess how many hits it received (in order to compare it to the number of responses received) due to the undue strain it would have placed on the UCLA's server.

3.2.4 Design

I designed the survey instrument with simplicity as its driving force, and with one minute as the maximum time needed to respond to it, and with 15 questions posted. Items #1 through #11 were designed with simple "yes" and "no" responses which were coded with a 'one' for yes, a 'zero' for no, and a 'b' for no response (blank). Item #12 offered the respondent an opportunity to identify his or her background (if it is not one of the ones listed in items 9-11) and included a short response narrative. Item #13 had a series of choices for the respondent to make in relation to how he/she heard about the survey. Item #14 had a long response narrative soliciting other ideas/suggestions from the respondent on how to make the Web site more responsive to practitioner's needs. Finally, item #15 asked the respondent to identify his/her e-mail address in order to be notified of when the Web site would be activated.

3.2.5 Timeline

The survey instrument was launched the second week in December of 1996 and remained active on the Web through June of 1997. The survey results were compiled and finalized by the end of September 1997.

3.3 Interview Procedures

3.3.1 Case Study Design- Interviews

I conducted ten interviews of community college CEOs, seeking their opinions on the need to change community colleges and to determine what resources they use to guide their decisions.

I used the basic principles of case study design as described by Marshall and Rossman (1995) and Yin (1993 & 1994) to design the questionnaire and the protocol.

Of the ten interviews conducted, five of the interviews were done with community college presidents who are just now entering the change process, and five with CEOs experienced in transformational processes. The same set of questions was used with all ten CEOs. The intent of this comparative study was to compare the answers and analyze the gaps in knowledge between the two groups. I intended to use these gaps to guide the design of the Web site. This I hoped, would allow me to create a responsive and practical resource Web site.

3.3.2 Interview Questions

The interviews were conducted utilizing a ten-question survey instrument (Appendix D). The questions were asked in private-personal interviews. The simplicity of the questionnaire was essential in order to encourage talk and contributions. The questions did not seek one particular answer but allowed the stories of those interviewed to be fully expressed.

3.3.3 Site Selection

I utilized purposeful and random sampling in determining who the CEOs would be and the locations of the interviews.

3.3.3.1 The first site

Access:

I selected the Los Angeles Community College District as the first site. I chose this District because it is the largest in the nation - with nine colleges and one central District Office - and because it has expressed its commitment to transform itself. The Board of Trustees and the Chancellor of the system announced in September 1996 their commitment to change when they generated of a new vision and work ethic for the entire District. Another reson I selected this district is that I work in this District as Vice Chancellor for Educational Services and therefore I have access to the entire system and its 10 locations. Furthermore, I report to the Chancellor who has expressed great interest in this project and in this case study in particular.

Sampling

The sampling of those interviewed was done on the basis of their position within the institution and their ability, power and influence to create change. The five presidents to be interviewed were randomly selected. Although the nine college presidents are just now entering the process of organizational change, some are moving at a faster rate than others. The random sampling resulted in a mixture of those who are actively engaged in the change process and those who are not as active.

3.3.3.2 The second site

Access

The second site was virtual. Five nationally renowned community college presidents who are leading the system nation-wide in organizational change were contacted via e-mail and interviewed via telephone.

Sampling

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The American Association of Community Colleges (AACC) identified five experienced transformational community college leaders. The criterion that was utilized for the selection was simply that these CEOs had engaged their institutions in transformational initiatives and that these initiatives were well documented. The Chancellor for the Los Angeles Community College District was identified as one of the leading change agents in the field, along with four other CEOs from Arizona, Michigan, New York, and Illinois.

3.4 Data Collection

Site One: I conducted six personal interviews (one for each president and one for the Chancellor). The interviews took place in the offices of the five college presidents and the Chancellor of the Los Angeles Community College District. I asked the same questions of all respondents. In addition, I also asked probing questions intended as a follow-up on the responses provided.

For those presidents that had been engaged in organizational change initiatives, I requested materials documenting the change processes in order to include them as a resource in the Web site. If the materials were already posted in their institution's Web site (if they had one), I provided a hyperlink within the resource Web site. If they did not have a Web site but were planning to build one, I promised to establish the hyperlink once they activated their Web page.

Site Two: for site two, four individual interviews took place on the telephone. I designed a different interview protocol (Appendix C) to interview the experienced "change agents," although I asked the same core questions. This protocol had more information about the project and me, since these leaders were not as familiar with either as those based in Los Angeles. I included additional introductory statements as well as a broader description of the project in order to portray the study clearly and distinctly. I conducted all of the preliminary introductions and explanation of the interviews via e-mail. During the interviews, I asked all respondents the same pre-established questions, and also asked probing questions intended as a follow-up on the responses provided.

As with the previous group, I requested materials documenting the change processes in which their institutions were engaged in order to include them in the resource Web site. If the materials were already posted in their institution's Web site (if they had one), I provided a hyperlink within the resource Web site. If they did not have a Web site, but were planning to build one, I also offered to provide a hyperlink when they activated their Web page.

3.5 Data Analysis

I recorded the interview responses into a data directory coded by each of the questions to which the interviewees responded. The common elements of the responses were tabulated together as were the truly divergent opinions. The responses were organized in a grid that enabled a systematic analysis. The responses provided the mosaic from which the final product, the resource Web site, was assembled from.

3.6 Reporting Findings

The findings of both the survey and the interviews are reported in narrative form as part of Chapter 4 of this project. The actual implementation of the findings are seen through the elements included in the resource Web site, which are the direct result of the combined analysis of the questionnaire, interviews conducted for this project, and the results of the field test.

3.7 Field Test and Evaluation of Effectiveness and Responsiveness

Upon completion of the design of the resource Web site and before its "official" launch, I conducted a field test to ascertain its efficacy and responsiveness. I developed a protocol (Appendix E) along with a questionnaire (Appendix F).

I sent the questionnaire via e-mail to targeted groups of educational leaders both in California and at the national level. They were asked to browse through the Web site and then respond to the brief questionnaire, which was posted on the Web site itself, or, if they wish, they could return to their e-mail message and respond via e-mail.

In California, the questionnaire was sent to: (1) Members of the Board of the Association of California Community College Administrators – 16 members elected by general election from across the state representing a broad spectrum of administrative positions from Dean to College President;

(2) Members of the Board of the Chief Instructional Officers of California – 12 members are elected by region within the state; (3) Members of the Board of the Chief Student Services Officers of California - 15 members are elected by region; (4) The chief operational staff member for the Community College League of California which represents the Chief Executive Officers and members of the Board of Trustees.

For a national perspective the questionnaire was sent to: (1) The chief operational staff member for the American Association of Community Colleges – representing faculty, staff, administrators, students and members of the Board of Trustees of the community colleges; (2) The chief operational staff member for the League for Innovation in Community Colleges – representing faculty, staff, administrators, students and members of the Board of Trustees of the community colleges; and (3) the chief operational staff member for the Society for College and University Planning representing faculty, staff and administrators from community colleges and universities.

3.8 Dissemination

The Web site is the product that resulted from the studies conducted for this project, and is the primary dissemination tool.

In addition, I will notify all those individuals who included their e-mail address in their responses to the survey in order to invite them to browse the Web site. I will also notify the ten CEOs that I interviewed to do the same.

The announcement of the Web site's address and its contents will also be posted on the various listservs that posted the survey and other pertinent listservs. I will also notify Web-based search engines.

The home pages of UCLA's Graduate School of Education and Information Studies, as well as that of the Los Angeles Community College District will have a hot link to the resource Web site.

Finally, articles, papers and presentations describing the process of inquiry and the findings will be made available throughout the community college network.

Chapter 4

Findings and Conclusions

This chapter presents the results and the conclusions, derived from both the survey and the interviews I conducted, as preliminary steps in creating the resource Web site. The chapter also describes the procedures I used and the results I obtained from three methods of data collection and analysis. What follows is a discussion of the results of the survey, the interviews with the ten selected Community College Chief Executive Officers (CEOs), and the field test of the Web site.

4.1 Interest in the Project

Prior to developing the proposed Web site, a basic question had to be answered: would community college practitioners think that a resource Web site of information and tools on how to transform their institutions be useful to them? As a first step, I constructed a questionnaire (Appendix A), to survey their interests and the topics to be included in the Web site. I posted the questionnaire on the Web, and also sent it through e-mail to 505 educational leaders in California (all Chief Executive Officers, Instructional Officers, Student Services Officers, Business Officers and Information Technology Officers in the California Community Colleges). What follows is a discussion of the findings.

4.1.1 Results of the Questionnnaire and Summary of the Data

Three hundred twenty-five (n = 325) respondents took the time to complete the questionnaire. Of the total number of questionnaires received, 157 (48%) were answered directly on the Web, 154 (47%) were returned through E-mail and 14 (5%) were returned through United States postal mail (having been printed from my e-mail message).

Of the 325 respondents, 67% were administrators, 22% were members of the faculty, 11% were students in higher education, and less than 1% were unidentified or identified as "other."

The results of the survey showed an overwhelming interest in the creation of the Web site I had envisioned, with 303 (93%) respondents answering that it would be of importance and interest to them. Of the total responding:

- 96% were interested in seeing the issues to be considered by practitioners when seeking to transform their institutions;
- 95% agreed that the Web technology is a viable means for providing this type of information and resources;
- 93% were interested in a summary and analysis of current research and theories on transformational leadership;
- 93% were interested in guided tours through higher education institutions implementing transformational initiatives, and were interested in seeing models, case studies and contact persons.

- 92% were interested in annotated, guided "Web tours" through resources on transformational activities in higher education, and in business and industry.

There were two areas, however, that reflected significantly lower levels of interest. For instance, the annotated guided tours through K-12 transformational activities revealed only a 78% level of interest. The participation in the *Center for Transformational Global Dialogue* which provides a chat room on transformational activities, had the lowest interest level with 76% of the respondents agreeing. Table 1 shows the responses by areas of interest.

Table 1

Areas of Interest
(n = 325)

Areas of Interest	Yes (in %)*	No (in %)*
Consideration for change in community colleges based on contemporary research	96	2
Web Technology as a viable vehicle for presenting this resource	95	1
Summary and analysis of current research on leadership	93	4
Case Studies of Higher Education Institutions implementing transformational Initiatives	93	2
Transformational Resources in Higher Education and Business and Industry	92	5
Transformational Resources in K-12 of significant impact to Higher Education	78	19
Participation in the Center for Transformational Global Dialogue	76	18

* Results do not add to 100% because of a small number of non-respondents

Twenty-eight (9%) of the respondents included voluntary comments (Appendix G). Most of the comments were congratulatory and offered words of encouragement. Others offered suggestions to improve the site's contents, such as defining "transformation," keeping it simple and brief, adding a component for submission of best practices, ideas on navigation techniques, and including Web resources. During the design phase of the Web site, I implemented all of these recommendations.

4.1.2 Conclusions

The results of this analysis reveal that nearly every respondent believed the proposed project would be worthwhile. The results also confirmed that the proposed topics were, for the most part, of interest to the respondents.

It is important however to note that because completing the questionnaire was voluntary, there is no doubt that a certain bias exists in the results. Because the respondents were self-selected, it is safe to assume that most would probably agree with the aims of the project. This deduction applies to not only the respondents answering to the questionnaire on the Web, but also to those responding to the questionnaire via e-mail. Of the 505 questionnaires that were sent through e-mail to community college educators, forty eight percent (48%) responded. This strong response rate indicates a solid interest on the project amongst community college practitioners. I could not reach the same conclusion for those responding on the Web, since I could not build a counter and compare the number of respondents, to the number of those who visited the questionnaire on the Web and chose not to respond. However, even if a counter could have been included, all it would have revealed is the number of visitors who chose not to respond, and would not have added any additional meaningful information.

The conclusions drawn from the analysis of the all the data indicated that the project should move forward and, that the topics I had identified were of interest to the respondents. During the design phase of each of the sections in the Web site, I used the findings to guide the endeavor. For example, 96% of the respondents showed interest for the topic on the "considerations for change in community colleges," consequently, I spent most of my time creating this section and its contents. On the other hand, only 78% of the respondents indicated interest in the K-12 reform activities, so I spent less time in the design of this section.

4.2 Interviews with Ten CEOs

The second phase of the project aimed at tapping the opinions of ten educational leaders to identify what they believe to be the essential elements needed for change in community colleges, and why. I also wanted to determine the kinds of resources they use to guide their own decisions, and wished to elicit information on their attitudes and perceptions toward using the Web as a source of information on organizational change.

I conducted ten interviews with community college CEOs. Five interviews were conducted with randomly selected Los Angeles Community College District presidents who were beginning to change their institutions. The other five interviews were conducted with experienced "change agents" selected by the American Association of Community Colleges. I used the same set of questions with all ten CEOs (Appendix D).

4.2.1 Discussion of Interview Responses

I conducted the interviews using a ten-question interview guide (Appendices C and D) constructed in part from the results of the previous survey. The California interviews were conducted in person, while the interviews out of state were conducted on the telephone. The interviews lasted approximately one hour each. All CEOs requested not to be recorded, and to not be personally identified in the study, nor to include any distinguishable characteristics about their institutions.

In the design phase of the interviews I hypothesized that significant differences would emerge when comparing the two distinct groups of CEOs. The results of the interviews, however, proved this hypothesis wrong. The responses given by all ten leaders had more in common than not, and their success in implementing change was not equally divided.

Table 2 presents a self-reported summary of the issues facing each institution, the CEOs' response, and the resulting effects (in order of success). Immediately following Table 2 is a discussion of these findings, followed by the views the leaders expressed on a number of topics, and finally an account of the implications these interviews had on the design of the Web site.

Table 2

Summary of Reported Issues Facing Each Institution, Actions Taken and Resulting Effects

College And Timeline	Environmental Pressures	CEOs' Philosophy On Transformation	Response	Obstacles	Strategies	Results
1 2-3 years in the change process	Strong influx of international students and new immigrants changed enrollment (comprising over 70% of the student body)	"Traditional community colleges were put in place to aid the residents in the local communities. We now need to focus on the global community. That is why we need to change."	College transformed itself into an **international college**.	Everyone at the college recognized the shift in student population and responded willingly	The president invested college resources in providing international experiences for all its employees	The college has met the needs of its emerging student population High student success rates are present
2 2-3 years in the change process	Enrollment decline resulted in lower revenues Community demographics shifted Programs and services were not responsive to students Competition for students intensified in the area.	"Fundamental change needs to occur to become competitive. This is the type of change that runs to the core of the institution and not at the margin. It redefines what we do, how it is done, and what we believe in. It tampers with tradition, and the leadership culture."	Leaders selected 20 attributes **leadership** which now frame all decision processes Services were redesigned to meet student needs	There was concern about shifts in leadership styles, but no real opposition	Together faculty, staff and managers chose the leadership attributes Student satisfaction data was used to make the changes in services	All college personnel now works with shared leadership attributes Services to students have improved Enrollment and revenues have increased
3 2-3 years in the change process	Rapid demographic changes Shifts in student learning styles Advent of new technologies	"Colleges are living systems, as such they need to become self reflective and self-generating. We need to continually recreate ourselves in order to survive."	President created an environment where there is **freedom to change** Several self-organized transformation teams have emerged	Established governance teams opposed the self-appointed groups	Both groups have been empowered resulting in a mutually agreed upon process for input	The college teams have learned to work with each other Change initiatives have been enacted Student needs are being met

Table 2

Summary of Reported Issues Facing Each Institution, Actions Taken and Resulting Effects

College And Timeline	Environmental Pressures	CEOs' Philosophy On Transformation	Response	Obstacles	Strategies	Results
4 1 year in the change process	Enrollment decline of 9.5% in the last 7 years Lack of visibility Funding has decreased Facilities and equipment are aging	"Accountability issues are forcing us to change. We have to be market oriented and responsive to the community."	Created a **foundation** to raise funds and gain visibility **Changed class scheduling** patterns	Faculties not interested in the foundation Some faculties have not made changes	The president maintains focus on foundation Shifted class schedules of faculty leaders first	The foundation has raised some funds Visibility is increasing Enrollment increasing
5 1 year in the change process	Enrollment decline of 10.9% over the last 7 years Lost its contact with its business partners and community New president just appointed	"The most important change for the college is to have an entrepreneurial spirit. We need to meet the needs of our public, change our calendar and change the way we teach. We need to look at education as a business."	Created a **vision for the 21st century** through an inclusive process Created a common set of values from which all college decisions will be made	No one opposed the course of action Values are now shared and used by all on campus	The president continually enforces application of the values to all decisions	Enrollment continues to decline The president believes the trend will be reversed as a result of a new vision and new direction
6 1 year in the change process	Insulated from its community Lacks responsiveness to its students All decisions made by a select group of people New president just appointed	"Some colleges need to change and some don't. Some of the newer colleges are more up to date. This one is not. We need a lot of catching up to meet the needs of our students."	Decision-making **processes opened** to all Responsive **programs were opened in the community**	The faculty do not wish to open up the input process nor offer new programs in the community They issued a vote of no confidence	The Board of Trustees supported the president The president is prepared to wait and bring the faculty around	The changes remain in place Tension remains high

Table 2

Summary of Reported Issues Facing Each Institution, Actions Taken and Resulting Effects

College And Timeline	Environmental Pressures	CEOs' Philosophy On Transformation	Response	Obstacles	Strategies	Results
7 2 years in the change process	Severe enrollment decline - 24.4% over 7 years Severe decrease in funding Programs are not targeted to student needs Scheduling of classes is faculty driven and not student driven	"The college needs to meet the needs of its students, taxpayers and the community. We need to examine our services and make sure we are delivering the right services. We have not changed in the last 40 years. We need to change in relation to our outputs. "	Proposed **changes in the academic calendar** and schedule of classes Aggressively pursue federal and state funds to meet student needs	Calendar changes require shifts in the faculty teaching loads. The college can not afford it Special funds have been received by the college	President is offering alternatives to the faculty in order to afford the changes Special funds meet some student needs	The faculty union has not agreed to any alternatives The calendar changes remain on hold Enrollment continues to decline
8 1 year in the change process	Severe enrollment decline - 24.5% over 7 years Severe decrease in funding Demographic shifts Faculty mistrusts administration and vice versa	"The college has reached bottom. People here are defined by what they are against not what they are for. This needs to be changed first. After that, we need to be more market-driven in our curriculum."	To **build trust** president concedes to all faculty requests Began a **"market-driven" curricular** review process to increase enrollment	Faculties are content with the President but mistrust others After 2 years, market-driven curriculum remains in conceptual phase	Frustrated, president created a program outside the regular curricular process	Mistrust between faculty and managers continues No market-driven programs have been created Enrollment continues to decline
9 2 years in change process	Steady enrollment decline -17.2% over 7 years Decreased funding Scheduling of classes is faculty driven and not student driven	"We need to change because the community is changing rapidly and in relation to new technologies Our goal is not to teach but to facilitate learning. It is transforming the institution from what it currently is doing to what it needs to be doing."	Create a **strategic planning** process to bring change about	After three years, the plan has not been completed The faculty leadership does not wish to change	The president will not oppose the faculty leadership A few isolated faculty groups are making some incremental changes	The college continues to lose enrollment Funding continues to decline

Table 2

Summary of Reported Issues Facing Each Institution, Actions Taken and Resulting Effects

College And Timeline	Environmental Pressures	CEOs' Philosophy On Transformation	Response	Obstacles	Strategies	Results
10 1 year in the change process	Severe enrollment decline ranging from 14.2% to 24% during the last 7 years Stagnate and unresponsive to its community, to demographic changes and advent of new technologies Experiencing severe fiscal problems	"Colleges must change. If the needs of the people you serve change, you need to change. The most important area of change is to shift our thinking about ourselves from deliverers of product to 'servicers' of people. Drawing from the public's need and not pushing our way of doing business."	Shift the Board of Trustees' **focus to policy** issues and away from micro-managing the system. **Empower managers** to redesign their units in response to the current environment Design a **common vision** with all employee groups	The Board of Trustees did not accept shift The managers were fearful of the unions and the Board, so they did not move to make any changes Unions refused to work together with the CEO until their contracts were settled and significant salary increases were granted	The CEO remained firm in his beliefs. The CEO and the Board drifted apart The CEO focused on settling the union contracts The Board agreed to settle at higher levels than those suggested by the CEO	The CEO resigned The institution has a severe deficit Accreditation is at risk A bipartisan legislative committee has ordered a special audit of the institution

It is clear from the issues presented in Table 2, that all ten institutions were experiencing dramatic changes. Without exception, all leaders responded that their colleges needed to change, and not just for the sake of changing, but mostly in order to respond to the multiple and diverse demands of their communities and student body. What follows is a brief discussion of these findings.

All ten sites were urban, and each was experiencing changes in economic conditions, escalating demands for education from an increasingly diverse population, changes in student's learning styles, emergence of new technologies, and a lack of adequate financial resources. Only three sites were single districts; the remaining seven were multi-college districts.

Seven colleges were experiencing enrollment decreases, with four institutions showing severe declines of more than 10%. The three colleges that did not experience an enrollment decline had anticipated such possibility and consequently had instituted some changes to avert it. Three of the institutions with moderate enrollment losses had begun to implement some changes and the downward spiral had shifted with moderate enrollment growth. The analysis of these factors suggests that that the loss of students could be an indicator that the institution is not meeting the needs of its students and the broader community.

Five institutions were not able to change their policies, programs and services and enrollment continued to decline. Students were obviously not pleased with these colleges and were going elsewhere. It was interesting to note that although the CEOs of these five institutions were keenly aware of the need to change, others in their institutions did not share this awareness. These five CEOs were unable to effectively communicate the sense of urgency to the college family and engage them in changing their current institutional practices. The resistance at these institutions was very strong and no positive results were taking place. Powerful internal groups were unwilling to change the status quo, were unable to tune in to their environment, to effectively forecast shifts, to address student needs, or to follow the CEOs vision or direction. Under these circumstances, the CEOs were paralyzed.

The analysis of these five institutions showed that two were lead by renowned community college change agents and three were lead by presidents who were just now starting to introduce changes to their colleges. This examination showed that even those with years of practice and experience in transforming organizations, could be paralyzed if the institutional membership was unwilling to change. However, I observed a difference between these five CEOs, and it was in their approach to the issues. My impression was that the two experienced CEOs were more comfortable with the problems, and accepted the resistance as a natural phenomenon in a long and arduous journey. They had practical strategies and resources to handle the opposition, whereas the less experienced presidents were off balance, struggling, and appeared to be at a loss in terms of finding solutions.

For all institutions, enrollment decrease equated to a decrease in funding. For five of the institutions, the decrease in enrollment had been taking place over a seven-year period, and the facilities of these institutions had deteriorated considerably. Lack of funds also resulted in the lack of equipment to address the advent of new technologies, or to simply meet the current needs of industry. To balance their budgets, colleges began to cut class offerings. However, these cuts were not in low vitality programs, but in disciplines taught by adjunct faculty (even if the student demand for these courses was high). All these factors resulted in even lower enrollments, lower revenues, and a continuous downward spiral.

The CEOs proposed several change initiatives to address these issues, however, they were not implemented primarily due to mounted resistance by powerful groups within the institutions, and the inability of the CEOs to convince them.

On the other hand, three institutions chose to change before experiencing any losses in enrollment. The CEOs at these colleges were keenly aware of environmental changes pressuring their colleges - demographic shifts, advent of new technologies, differing student learning styles, competition by other providers, etc. - and began to address these issues well in advance. Because they planned for these events, they were able to make all changes based on sound research, information and data. Their decisions were not perceived as arbitrary, but as sound, efficient, and responsive. They engaged the entire college in gathering data, and researching alternatives. They also encouraged innovative and creative changes. The CEOs and college family thus anticipated what needed to change, changed it, and successfully met the needs of their students and communities.

Overall, six CEOs were actively changing their institutions, some with greater success than others. Three had been quite successful, one was struggling, another one had just started and was in the "honeymoon period," and the last one was deadlocked. The three successful leaders had spent considerable time on research, data-gathering, communication with all college constituencies, and most importantly, were personally engaged in implementing or enabling the changes that needed to be made. The struggling CEO had successfully implemented some changes with support of the college, but was experiencing resistance on others that appeared to be of personal interest. The deadlocked CEO had forced all the changes and the college family was rebelling.

It was clear that the investment of time and personal commitment to the change processes on the part of the CEO was critical to its success. Other elements critical to success were using research-based decisions, engaging everyone in dialogue, and providing an environment where change could be seen as an asset.

In addition to responding to these issues and those tabulated in Table 2, the CEOs responded to a series of questions regarding their views on a number of topics. What follows is a brief discussion of their opinions.

The role of the president in the change process

All ten CEOs viewed their role as being the institutional leader with the responsibility for establishing the vision, providing the inspiration, encouraging others, leading by modeling, and creating the sense of urgency to change. Based on their personal experiences, they expressed a belief that the CEO is a catalyst, someone who entices people to go into new directions, as well as a facilitator of ideas respecting and encouraging the creative wit of others. One president described that a principal component in the role of the CEO is that of being someone who "empowers others to go after change, encourages them, and supports them." Two leaders stated that the role of the college president is that of being a "servant leader." One president quoted Mahatma Gandhi who once said: "There go my people, I must follow them for I am their leader," emphasizing the need for college presidents to know their "people" and "serve" them in order to lead them. One CEO felt that the primary role of the presidency was to fulfill the social contract of the college to its community. The president explained that this social contract demands a continual connection of the college's programs and services with the needs of the community. The president, the CEO added, is therefore responsible for keeping the institution in constant motion, flexible and changing in tandem with environmental shifts.

The role of the Board of Trustees

All CEOs reported that the role of the Board of Trustees should be to adopt and enforce polices that support and reward the change agents and risk takers in the institution. The Board should set policy and leave the management of the institution to the CEO. The Board members, as representatives of the community, should communicate their needs to the leaders and in tandem form the policies that maintain the institution's responsiveness.

Issues educators needed to know to transform their institutions

When asked to identify the essential issues educators needed to know to transform their institutions, the CEOs expressed that there is a critical need to understand the change process itself, and to know organizational development theories. They advised that any leader wishing to transform should have researched the field, and should understand the difficulties that accompany implementing change, and should be aware of the strategies needed to survive the ordeal.

They also expressed, that critical to the success of any change in a community college, is the thorough understanding of the community the college serves, and its unique needs. Couple this with the precise understanding of the culture, values and history of the college family and a leader would have the basic knowledge that forms the foundation from which changes can be made. Without it, they believed, any attempt to change would fail. Some times leaders attempt to implement changes that are of particular interest to them personally, but go against the grain of the institution and the community it serves. These types of changes are doomed to fail.

Parallel to this basic knowledge, the CEOs expressed the need for all change agents to be well-grounded in contemporary educational research and pedagogy. Most importantly, they stressed that successful leaders must have a sense of the future, a sense of the "art of the possible" – that is, the realistic assessment of what the college can and should become.

One CEO expressed that, just as we are now currently undergoing a transition from the Industrial Age, to the Information Age the next major paradigm shift will be into the Spiritual Age. This president believes that educators need to become self-reflective and begin an internal transformation process in order to value the institutions they serve as "living" organisms, which will transform if we enable them.

Primary means for finding information

All CEOs reported that their primary means for finding the information they needed to transform their institutions was through reading educational and/or organizational theory literature. In addition, they mentioned the need to form strong connections with community organizations and their business partners in order to remain abreast of their needs. They also expressed the need to read materials outside the field of education, and to participate in conferences and meetings with colleagues.

The use of the Web by the CEOs

Only two CEOs directly use the Web to find information. Four others have members of their staff find information for them on the Web. Two presidents have used the Web sporadically, and would like to make better use of it, however, they do not have the time to do so on a regular basis. Two others have not had much experience with the Web and do not rely on it.

Four CEOs identified the Web as a future of information. However, one president qualified his response by saying that he would only use a Web site with abstracts and summaries of educational, leadership and organizational works. Three presidents indicated that they would continue to read (in print form) from the educational "landscape" as well as other related works. Three other CEOs stated that face-to-face networking and meeting with colleagues would continue to be their preference.

Suggestions of what should be included in the proposed resource Web site

All ten leaders reported that what would be most helpful to them would be to find on the Web descriptions of best practices as well as annotated bibliographies of relevant readings. The CEOs also recommended including the following elements:

- organizational structures of colleges throughout the nation,
- set up a panel to judge the content elements of the Web site,
- assistance to determine what the future holds,
- thematic discussions on topics such as leadership, organizational change, strategic planning, etc.,
- a list of Web resources
- a chat room for leaders
- a list of resource people and their best practices
- a list of management workshops and transformation conferences
- establish a protocol for those who wish to contribute to the Web site

4.2.2. Conclusions and Implications for the Design of the Web Site

My original objective was to design a comparative study by interviewing two distinct groups of community college CEOs (one group composed of presidents just beginning to change their institutions, and the other group formed by experienced and recognized transformational leaders). My intent was to compare the answers given by both groups, and analyze what areas of information would need to be learned by those leaders who were beginning to transform their institutions. I expected to find clear and precise gaps of knowledge between the two groups. I anticipated that these gaps would then become the framework from which I would design the content of the Web site. The results of the interviews, however, proved this hypothesis wrong.

As shown in Table 2, and in the subsequent discussion of the results of the interviews, the responses given by all ten leaders had more in common than not.

A distinct difference between groups did not emerge, even in the descriptions provided of the actual transformative initiatives in which the ten institutions were engaged. As shown in Table 2, only three colleges (#7, #8 and #9) had demonstrated long-term success in their change initiatives. The remaining six institutions were all struggling with differing levels of success and/or failure. Three of the experienced presidents led the colleges undergoing solid success. However, the other two renowned CEOs were experiencing as many difficulties, if not more, than were the presidents from Los Angeles.

The only edge the five prominent leaders appeared to have was the actual experience of having engaged in organizational change initiatives for several years. They had learned from the actual experience of implementation and thus had gained the first hand knowledge that only comes from actually doing the job

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for an extended period of time. They all appeared to be more at ease with the difficulties they were experiencing and had implemented alternate strategies accordingly (as shown in Table 2).

The question then became how to use these results in the design of the Web site, and how to best assist those leaders who had the knowledge yet lacked the actual experience. In analyzing the results of the interviews, I noticed that all ten presidents had inadvertently answered this question. When asked what would be of help to them in the Web site, all CEOs unanimously responded that they wished to see case studies of best practices along with the personal contacts for individual follow-up. Learning from the experience of others and personally contacting other practitioners became the best option to deal with this dilemma. No other option can replace actual experience. Therefore, I designed an extensive section in the Web site of case studies, which contain the names of contacts.

In designing the Web site, I used and included all but one of the recommendations provided by the CEOs. One recommendation suggested posting the organizational structures of colleges nationwide. Time did not permit me to survey all the colleges in the nation, so this section does not exist in the current Web site. All other recommendations were practical, responsive to practitioners and within my ability to complete inside the scope of this project.

Although differing patterns between groups did not emerge, the interviews were extremely useful in focusing and guiding the design of the Web site. The interviews also provided the personal contact that the previous survey did not have, thus enriching the overall experience. These individual interactions provided for me a unique and practical understanding of the problems associated with the change process. Through the interviews, I witnessed the happiness of those who had succeeded, the pain of those who had failed, and the sense of hope by all who dreamed of an improved tomorrow.

It was also very rewarding to see that the five Los Angeles presidents were just as knowledgeable as their counterparts. It was also very enlightening to observe first hand the transformation initiatives being implemented system-wide in Los Angeles by a renowned transformational leader, and to scrutinize the strategies he used to affect change. My personal observations over that last twelve months, along with the interviews conducted for this project, proved to be an invaluable private lesson in the "dos" and don'ts" of organizational change. I can summarize my personal findings with a simple observation: "change can only occur when its leader is attuned to the people he or she leads, and when the institution is attuned with its environment."

4.3 Results of the Field Test of the Web Site

Once the Web site was constructed, I conducted a field test to assess its effectiveness, efficiency and ease of operation. As described in Chapter 3, and shown in Table 3, the field test questionnaire (Appendix F) was sent via e-mail to

47 targeted educational leaders and community college association staff members in California, and at the national level.

The field test was launched in December 1997 and remained active through February 1998. Twenty responses were received indicating a 42% rate of return as exhibited in Table 3.

Of the respondents, four were Chief Executive Officers, seven were Chief Instructional Officers, four were Chief Student Services Officers, three were Association staff members, one was a planner and one was an Academic Administrator.

Location	n =	# Returned
American Association of Community Colleges	1	1
National League for Innovation in the Community Colleges	1	1
California Chief Instructional Officers	12	7
Association of California Community College Administrators	16	7
Chief Student Services Officers	15	4
Society of College and University Planning	1	0
California Community College League	1	0
TOTAL	47	20

Nearly two thirds of the respondents (65%) reported spending 15-30 minutes reading and reviewing the Web site before responding to the questionnaire. Another 20% spent 0-15 minutes examining the Web site, and the remaining 15% spent 31-45 minutes.

When asked who would benefit from the use of this site, the responses indicated that CEOs, Chief Instructional Officers, Chief Student Services Officers, Academic and Vocational Administrators, and faculty would be the primary users.

All twenty respondents (100%) responded that they agreed with the first six questions of the survey instrument. They indicated that the Web site is easy to use, the information is clear, the content is helpful, the instructions are clear, the titles of the gateways are clear, and that the information it contained responded to their needs.

Several respondents offered positive comments about how much they enjoyed browsing through the Web site.

Several respondents indicated that they were unable to send an e-mail message from the Web site itself.

4.3.1 Conclusions

All the responses received from the field test were positive with no suggestions for change (other than to fix the technical difficulties experienced by some respondents). The 42% return rate is a good indicator of the level of interest the Web site generated, along with the amount of time the respondents spent browsing the Web site (80% spent 15-45 minutes reviewing the site). It is worthwhile to note that of the three national organizations queried, two responded. One of the associations, the League for Innovation in Community Colleges, followed up by requesting that the Web site be presented at a national conference.

The results of the field test provided the impetus for the final modifications to the Web site. The modifications were minimal and mostly technical in nature. I changed the e-mail response mechanism to offer broader service to most browsers, and I improved the mechanism for posting in the chat room by using a new service by Microsoft. I also continued to add new case studies, and I added new Web resources.

Chapter 5

Web Design

This chapter will review the four basic phases of development of the Web site: (1) conceptualization, (2) construction, (3) evaluation, and (4) modification.

5.1 Conceptualization

Deciding on the content and look of Web site itself was one of the most difficult tasks in the design process. Conceptualizing the content of the Web site was a process that took several years and began with over 200 conversations and informal interviews with community college leaders. This informal exploratory journey concluded in the identification of six topics, which I then tested through the questionnaire in phase one of this project (Appendix D). The positive responses to the questionnaire, showing 78% to 96% interest-level rates for the proposed topics (as shown in Table 1), formed the framework for the initial design. The next step was to conceptualize how I would present these topics on the Web site.

Web page development is a multifaceted process, therefore most of the activities described in this chapter occurred simultaneously. I began by researching educational and related Web sites. "Surfing" the Web, viewing Web pages, analyzing, studying, and investigating them drove the initial research component of the conceptualization phase. I visited over 1,000 Web sites. This research process resulted in identifying 350 Web sites that I later incorporated in the Web site itself under the "Web Resources" section (or gateway).

While this research effort was underway, I began the interviews with the ten CEOs. Concurrently, I researched and learned how to create Web pages, how to use HTML, how to use a Mac-based editor called Page Mill, and how to use a Windows-based editor called Front Page. It was important for me to have a clear understanding of the invisible language (HTML) which lies below the browser even if I was going to use an editor to build the Web site. As it was, on numerous occasions I had to go "behind the scene" on the Web site and, in HTML, correct something the editor could not correct. Learning HTML was not difficult, but itwas extremely time consuming. Modern editors now have such capacity, depth and ease of use that learning HTML will no longer be necessary.

After two years of research, eventually all of these multiple facets came together and the design elements came into focus. I then began to conceptualize the overall appearance of the Web site. I had selected various Web page features and presentations that I liked from the Web-based research I had conducted, and now I began to sketch the potential layouts, and weaving the multiple structures for my Web site. At this point, the conceptualization phase ended and the construction phase began.

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5.2 Construction

Prior to initializing the construction phase, I selected the "home" for the Web site. A Web site must be housed where its author can access it easily and on a regular basis. The most efficient and effective location was my workplace, the Los Angeles Community College District (LACCD). In addition, having the District offer this service to its community would result in a good public relations effort. I proposed the concept to the Chancellor and he readily embraced it. The *Virtual Center for Community College Transformation* Web site was then housed in the server of the LACCD's Division of Educational Services.

Constructing the Web site entailed three distinct courses of action: (1) design, (2) functionality, and (3) interface.

The design phase came rather easily, since I had previously conducted much of the research and I had completed many sketches outlining the entire layout and connecting structures. At the core of the design was the decision that all pages would have the same look and that from every page visitors could link to any other page within the Web site. In order to include all the elements I wanted visible in each page, I decided to create a Web site that would have at least three frames: (1) main title, (2) main text, and (3) navigation. Working with frames made the design a bit more complicated because the composition of each frame had to be worked on separately. In Web page design, each frame is a separate page within the homepage. In my design the tittle and navigation frames remained constant within the entire Web site, but the text frames changed with each topic.

By this time, I had analyzed all the suggestions received from the first questionnaire (Appendix G), and from the interviews with the ten CEOs. With the exception of three suggestions, I used and incorporated all of the recommendations into the design. The three suggestions I did not incorporate were outside the scope of this project (one asked me to survey Canada and include relevant issues for that country, another suggested I present a perspective of how universities need to change as well, and the last one was a request for organizational structures of community colleges nationwide).

Although I had used the Mac-based editor, Page Mill, to sketch and design some sample Web pages, the actual construction of all the pages in the Web site was done utilizing the Windows-based editor, Front Page. For the graphics, I utilized a number of graphics programs, downloaded graphics from the Web, and utilized graphics from commercial CDs.

I designed the Homepage first. I tried to keep the Homepage clear, concise, and attractive. This page is the most critical of all; it is the one that entices the visitor to stay and browse through the Web site. I designed the title frame to provide a constant reminder that this Web site is a resource guide and central depository for transformation initiatives of community colleges. Initially I added two graphics at each side of the title that would also remain constant throughout each page (this design was later modified as a result of the first evaluation of the Web site). To the left of the title, I placed the animated graphic of an object constantly changing its shape – transforming itself. On the right of the title, I placed another animated graphic, this one of a paper going into a file folder – a central depository of ideas. The main text frame provided a clear description of the purpose of the Web site, the five sections to visit, and simple instructions as to how to navigate through the site. Initially, each of the five sections had an identifiable graphic such as a quill and a pen for the literary section, an animated compass for the Web resources section, a library of books for the annotated bibliography, a globe for the center for global dialogue, and hands shaking for the case studies. The navigation frame had five gateways into cyberspace, each being an animated door that opened into each of the five sections of the Web site, with one returning the visitor to the Homepage.

After designing the Homepage, I began working on each of the five sections, or gateways, of the Web site. As mentioned earlier, each an all pages in the site had all three frames, yet the major design and construction work occurred in the main text frame. The title and navigation frames remained constant.

The "Considerations for Change" section was the most complicated and extensive segment. This section consisted of an 80-page narrative describing the issues to be considered, and reflected upon by educators to transform community colleges. It also contained 318 references, each hyperlinked to an annotated bibliography, which was another gateway of the Web site. To facilitate navigation of this section, I created an additional Web page that contained an abstract of the 80-page narrative. I subdivided the abstract into several paragraphs and hyperlinked each to its appropriate place in the 80-page narrative.

Once these two pages were completed, I constructed the annotated bibliography with all 318 references. I then hyperlinked each annotation to the 80-page narrative. Finally, I added a submission component to this page. Without having to leave the Web site, visitors can send, via e-mail, their own annotated bibliographies of relevant works. A team of academic educators will assess the submissions, and only those submissions approved by the team will be added. This component will assure that the Web site will remain contemporary and pertinent.

Then came the construction of the annotated Web Resources page. I listed and annotated over 350 Web Resources under 12 subdivisions such as: online degrees, e-conferences, technology support, associations, Internet course development, software and hardware computer resources, governmental agencies and institutions, research resources, etc. I then hyperlinked each resource to its own Homepage.

Next, came the development of the pages for the case studies. I designed several pages to facilitate navigation through the numerous case studies. I created a case study homepage that offered a summary of the various categories of case studies included, such as case studies of community colleges, universities, the K-12 system, private institutions, and business. I then hyperlinked each of these general areas to a page of abstracts of the case studies within each group. Each abstract in turn hyperlinked to the actual multi-page case study. These pages were the most difficult to complete. The design and construction were highly complicated and time consuming, but the aspect that proved to be the most laborious and strenuous was writing and collecting the numerous case studies themselves. In some isolated cases, the colleges submitted their own case studies, but on the average, I had to construct each case study based on a myriad of materials the colleges sent me.

Finally, I added a submission component to this page. Without having to leave the Web site, visitors can send, via e-mail, their own relevant case studies. A team of academic educators will also assess these submissions, and only those submissions approved by the team will be incorporated. This component will also guarantee that the Web site will remain contemporary and pertinent.

The final section I designed and constructed was *the Virtual Center for Global Dialogue*. This section contains a chat room and bulletin board enabling visitors to post their concerns and ideas and suggestions. This section will not be monitored for content or quality control.

Each page that was created contained copyright information as well as an opportunity to contact me, via e-mail, to request authorization to use the materials.

To ensure that visitors were provided with an experience that would be uniquely there own, I did not impose a particular sequence upon the user. Anyone visiting the Web site is free to access the information contained within the Web site in any order they wish.

Much thought went into designing and creating the initial overall structure of the Web site as well as each of its individual pages. There was a consistent look and feel to the entire Web site thus making the experience of the visitor as efficient and pleasurable as possible.

5.3 Evaluation

The first evaluation occurred when the Web site was first presented to an audience. The audience was composed of the members of my doctoral committee who reviewed the site at the time I presented my preliminary orals. During its maiden voyage, the Web site was analyzed, scrutinized, and appraised. The World Wide Web is dynamic and change is inevitable. The committee members had words of praise, but also had some extremely helpful suggestions for improvement and redesign. The committee members suggested simplifying the Web site in terms of its look and, if suggested that, if I chose to continue the use of graphics, I should provide a "text only" version for users who do not have the technology to work with graphics. Additional recommendations were made, and it was suggested that I follow-up directly with the member of the committee who had expertise in information systems. Subsequently, I met with him. He assisted me in conceptualizing a new design for the Web site.

Major changes emerged. I removed all the frames and, instead, I created title and navigation banners. The removal of the frames makes the Web site more accessible to users who do not have sophisticated computers and/or browsers. All the previous graphics were also removed and instead an elegant banner and simple design were inserted. I also changed the background color to pure white, enhancing the elegance of the new Web site. All the previous sections, components, structures and hyperlinks remained, but the look and navigation configurations were greatly simplified. In addition, the previous design, which contained large amounts of text within each page, was changed. I broke down the information into individual shorter pages thus making the navigation much simpler and faster. The new Web page layout and design turned out to be a vast improvement from the initial creation.

The final evaluation phase of the project, the field test, was conducted utilizing this new and improved Web site design.

5.4 Final Modifications

At the conclusion of the field test, the final modifications to the Web site were minimal and mostly technical in nature. All the responses received from the field test (as described in chapter4), were positive with no suggestions for change other than the technical modifications . Therefore, after the field test was concluded, I made no content or navigation modifications other than to continue to add information such as case studies and additional Web resources.

I did change the e-mail response mechanism to offer service to most browsers, and improved the mechanism for posting in the "chat room" for broader use. I also added a new service in the annotated bibliography section by including links to the three major online bookstores thus enabling Web site visitors to order any of the books or journals listed.

Chapter 6

Discussion

This chapter presents a brief summary of the research conducted for this project and the conclusions I drew. These conclusions formed the basis for the creation of the Web site. In addition, this chapter also discuses the future of the Web site and some recommendations for additional research.

6.1 Summary of the Research

Community colleges are changing due to shifts in economic conditions, demography, the learning styles of students, technological advances, and continual decrease in funding.

The literature reviewed for this project suggests the need for a fresh vision that creates new delivery systems for learning, new paradigms for financing and new organizational models. Application of strategic planning methodologies and of information systems will facilitate a smooth transition for the colleges to become the high performing institutions they need to be in the century to come.

The research for this project confirmed that while community college leaders are aware of the need for a fundamental reassessment of the scope and operation of their institutions and while they are seeking to achieve greater operational efficiency while improving educational quality, change is still evolving very slowly. Only a handful of community colleges are actively, and systematically engaged in transformation initiatives. The research conducted for this project also confirmed that community college leaders, for the most part, know that change is imminent. However, they are uncertain as to how to bring it about and wish to learn what initiatives are working. The research also revealed that educators have little time to spend on intensive investigation of the literature on organizational change. For this reason they were in strong support of the creation of a fluid Web-based process for reference and identification of transformational literature, activities, issues and best practices.

Through the input of practitioners and the review of various bodies of literature, this project culminated in the creation of a practical, Web-based resource guide: *The Virtual Center of Community College Transformation – A Resource Web Site and Central Depository of Transformational Initiatives* (Appendix H and also -http://traansformation.laccd.edu). The *Center*'s purpose is to be of assistance to educational practitioners who are engaged in change by providing a practical resource guide highlighting transformational issues and initiatives in community colleges. The *Center* offers its visitors the possibility of opening any of its five gateways into cyberspace for the purpose of exploring transformational activities. The five gateways were built upon the research conducted for this project and all of its relevant findings. All five gateways were created in direct response to what practitioners stated to be of importance to them in their answers to the survey instrument and in the interviews. The field test confirmed that the Web site is responsive to needs of practitioners.

This Web-based resource guide will provide a practical tool for community college leaders to engage in organizational change by identifying and applying the strategies that may work for their institutions, and by creating a veritable global support network.

6.2 The Future of the Web Site

Web sites are never finished. Web sites by nature must continually grow, expand and transform themselves into the product the public wants, and they must do it in tandem with an ever-changing technological environment. I seriously considered this premise before embarking on this endeavor. Consequently, I took steps to protect and secure the future of the *"Virtual Center for Community College Transformation."*

Since the Web site was to be housed in my workplace, I first obtained copyrights from my employer, as well as the authority to make all decisions relating to the Web site. Secondly, I secured the approval for the use of District resources to continue the on-going development and improvement of the site beyond the scope of this project. This Web site not only enhances the Los Angeles Community College District, but it provides an important service to the community college system nationwide.

The third step was to build mechanisms into the site itself with which educators could submit material thus keeping the content viable and current. The panel monitoring for quality control is made up of a group of practitioners consisting of faculty, staff and administrators that currently report to me in their endeavors as members of the District's "Think Tank."

Finally, once publicly launched, the District's Webmaster will routinely update the Web site's design concurrently with the District's Homepage updates. These routine updates are made in order to maintain contemporary design layouts and respond to any technological advances.

As more and more users upgrade their equipment and are able to utilize audio and video as well as conduct "net-meetings," additional changes will be made to include these technologies into the Web site as appropriate.

Should I leave the Los Angeles Community College District to lead another institution, I will seek to establish a partnership between both institutions. Although I retain copyrights for the Web site and its contents, and I could easily move the Web site to a new location, I believe it is important to continue a close relationship with the Los Angeles Community College District and document its own transformative struggles. Through a partnership the best of both institutions could be highlighted, and a joint "Think Tank" of educators could provide not only the quality control but also guide future pertinent research.

In any case, I will continue maintaining and developing the Web site.

6.3 Recommendations for Future Research and Action

The purpose of this project was to create a resource guide that would offer community college educators ready access to contemporary research, resources and best practices as they transform their institutions. That purpose has been fulfilled, but only to a certain degree. For the resource guide to become a veritable reservoir of practical information, additional and continual research must be conducted.

Specialized focus needs to be placed on bringing forward case studies of transformation in business and industry. Much has been done in private industry from which we can learn. An example is Xerox's shift from being a "copier" company to being a "document solutions" company. Their "reinvention" process should be documented and offered as a prototype of how to rethink your vision, mission and functions. Although I attempted to obtain the information from Xerox, the corporation did not submit the materials in time for me to integrate them into this project. They have agreed, however, to write and provide them to me in the near future.

Additional research also needs to be conducted to include best practices that are occurring at private and public universities as well as in the K-12 system nationwide. Even though these two areas scored the lowest in terms of interest-level in the questionnaire and are currently the weakest in the Web site, they should be broadened. Reform activities in both of these educational systems have a direct effect on community colleges, and in studying their case studies, inferences can be derived for improvement of education as a whole and better service to the public.

The number and variety of case studies of documenting the successful transformation of community colleges should also be augmented. I will continue to systematically reach out and solicit examples of best practices.

The narrative literary portion of the Web site, of issues to be reflected upon as we address change, will require constant revision and updates along with its bibliography.

6.4 Implications

The Web site was created to provide a practical resource of information and tools on transformation for community college educators. These resources are intended to assist practitioners to meet the challenges they face as they attempt to change their institutions. The success of this site, and the influence it will have on the field of community college transformation, rest solely on the use the practitioners will make of it. The implications of this use are yet to be measured, but the methodology to do so is now in place.

In order to properly assess its impact, I decided to keep the questionnaire used in the field test, permanently displayed as an option on the Web site. Through the responses to the questionnaire, I hope to maintain a constant

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evaluative methodology. Although the Web site has not been officially launched, I have been receiving an average of 3-5 responses to the questionnaire per week. The responses are all very complementary, and practitioners are commenting on how useful, and practical the Web site is. I have also built a counter on the site to measure the number of visitors it receives.

The analysis of the implications to the field on the use of this resource guide will become evident when, after a year from its official launch, a study is conducted that will show the number of visitors it received, the responses to the questionnaire, the number of case studies that were submitted, the number of literary submissions, and the number of Web resources suggested for posting. An examination will also be conducted on the efficiency of the chat room.

The final analysis will focus on determining if, indeed, the original goal has been met, and how this resource guide has influenced the field of transformation in community colleges.

In conclusion, it is obvious that the enterprise of making this resource Web site viable and practical will go on forever, as it should. Inherent to the concept of change is its elusive nature; thus, when attempting to present it through practical applications, we should always be cognizant of its need for constant renewal. Fortunately, the World Wide Web offers such a medium.

> Change begets change. Nothing propagates so fast. If
> a man habituated to a narrow circle of cares and
> pleasures, out of which he seldom travels, steps

beyond it, though for never so brief a space, his departure from the monotonous scene on which he has been an actor of importance would seem to be the signal for instant confusion.... The mine which Time has slowly dug beneath familiar objects is sprung in an instant; and what was rock before, becomes but sand and dust.

Charles Dickens (1812–70), English novelist. *Martin Chuzzlewit*, ch. 18 (1844)

APPENDICES

Appendix A

Survey Instrument

TRANSFORMATION INITIATIVES IN HIGHER EDUCATION

We are in the process of constructing a resource web site on transformation initiatives in Higher Education for practitioners seeking to initiate change in their institutions.

In order to capture most organizational transformation elements and be responsive to the needs of practitioners, we would appreciate it if you could answer the following 10 questions by simply clicking either "yes" or "no".

Would you be interested in a resource web site that would offer the following resources:

1. Issues to be considered by practitioners when seeking to transform their institutions (based on contemporary research and educational theory) yes no

2. Summary and analysis of current research and theories on transformational leadership - elements of success for transformational leaders yes no

3. Annotated guided web tours through resources on transformational activities in Higher Education and Business/Industry yes no

4. Annotated guided web tours through K-12 reform activities of significant impact to Higher Education yes no

5. Annotated guided web tours through Higher Education Institutions implementing transformational initiatives (models/case studies/contact persons) yes no

6. Active participation in the web-based ***Center for Transformational Global Dialogue*** to enable global net connections on transformational activities yes no

7. Would this web site be of interest and importance to you yes no

8. Is the web technology a viable means for providing this type of information and resources yes no

9. Are you an administrator/manger in Higher Education yes no

10. Are you a faculty member in Higher Education yes no

11. Are you a student in Higher Education yes no

12. Other ______________________________ (identify)

13. Please indicate how you found this survey:

If you have other ideas to make this web site more responsive and useful to you please list them below:

If you would like to be part of our mailing list and be notified when the transformational web site is activated please enter your e-mail address

If you have any questions or comments, please contact us at: *vrichart@ucla.edu*

Thank you for your cooperation on this project.

Send

Appendix B

Interview Protocol for the Five Los Angeles Community College Chief Executive Officers

Introduction

The researcher is the Vice Chancellor of Educational Services for the Los Angeles Community College District and is well known by all college Presidents. The researcher will introduce the project and the intent of the survey and will communicate the strong support of the Chancellor for this project. The researcher will also explain to each President that his/her name was randomly selected for the study.

> *"As you know the Chancellor and Board have called for a transformation of the District and its colleges in terms of how we will function in the future with more efficiency and efficacy as well as with a more focused response to the learning needs of our students. Many of us have thus begun the process of organizational change in our colleges and Divisions.*
>
> *Some of us are stumbling through this process and are spending quite some time pondering if community colleges do really need to change, and if so how to go about it, and researching the field of best practices in organizational change. All of this while we are trying to run our institutions or Divisions. . Also of interest is to find out how college leaders are utilizing the new technologies, namely the Web, in their resource-finding efforts.*
>
> *The results of this inquiry will hopefully provide me with enough information that will enable me to create a resource web site that will assist you, and other college leaders in the nation in this information gathering process.*

However, let me assure you that neither you nor your institution will be identified by name in relation to any of the answers you will provide, unless you wish it otherwise. And you do not have to make this decision till after the interview is completed. The results will be analyzed in terms of the "majority" of the college Presidents in the District. If there is no clear majority of opinion, it will be also noted.

I would like to spend no more than hour with you at your campus and ask you about ten questions on this subject.

In addition, if you have any materials documenting any of the changes that you have instituted or are planning to institute I would very much like to have a copy of them. If you have them available as part of your Web site, just let me know."

At the conclusion of the introductory meeting, a time and place will be established with each of the five Presidents for the actual interview.

Interview

The researcher will arrive on time and will thank the President for his/her time and will make every effort to make the interviewee feel at ease. The researcher will offer an introductory statement once again introducing the project, as well as the assurances of anonymity, just as it had been done earlier in the introductory phone call.

The first question of the interview asks for the President to define "transformation". If the President does not have a ready definition and asks the researcher for one the following definition of transformation and organizational change will be presented.

> *"As you well know, there are many definitions of this process but for the purposes of this interview let us look at transformation as the activities that a college needs to undertake in order to remain vital by performing better today and anticipating what it has to do tomorrow to stay competitive. This basic definition would create what it is known as a "high performing" college, one that is capable of working effectively on incremental change while simultaneously creating revolutionary change and learning from both experiences".*

The introduction of this definition of transformational processes is going to create some dialogue. It is anticipated that some of the Presidents that will be interviewed will not necessarily agree with this definition and will either offer their own once this one is presented, or will embellish the one offered by the researcher. Their definition will be noted and their responses will be analyzed in relation to how they view the change process.

The researcher will then conduct the interview and take notes on the answers provided by the Presidents.

Upon conclusion of the interview, the researcher will thank the President and will promise to include them in the distribution of the findings.

If materials that document their transformation activities are provided to the researcher the materials will be collected and will be analyzed for inclusion in the resource Web site. If applicable a request will be made for a case study of their activities for inclusion the section of the Web site that will post case studies.

Appendix C

Interview Protocol for the

Five Distinguished Transformational Chief Executive Officers

Introduction

The researcher will e-mail all five renowned transformational leaders individually and will introduce herself, explain how the interviewee was selected, the project and the intent of the questioning:

> *"My name is Victoria Muñoz Richart and I am the Vice Chancellor of Educational Services for the Los Angeles Community College District.*
>
> *I am in the process of building a resource Web site on transformational initiatives in community colleges and I am in the process of conducting a series of interviews (5) of distinguished transformational leaders in community colleges. I contacted the American Association of Community Colleges and they forwarded the five names to me and yours, of course, was one of them.*
>
> *As you know community college leaders are stumbling through this process and are spending quite some time pondering if community colleges do really need to change, and if so how to go about it, and researching the field of best practices in organizational change. All of this, of course, while trying to run our institutions. We are looking for transformational leaders like you to provide some guidance as to how to proceed and where to find the best practices. Also of interest is to find out how change agents are utilizing the new technologies, namely the Web, in their resource-finding efforts.*
>
> *The results of this inquiry will hopefully provide me with enough information that will assist in creating a resource Web site that will serve other college presidents and transformational leaders in the nation in this information gathering process.*

> *I am writing to you to request an interview with me to respond to a very simple survey instrument of 10 questions. At your convenience I would fax you the 10 questions and then at a mutually agreed-upon time, call you and spend no more than an hour on the phone with you. However, if you prefer, and if it would be more convenient for you, I could send you the questionnaire via e-mail and you could respond by e-mail. If I have any follow-up questions we could handle it via e-mail as well.*
>
> *I would prefer the phone call in that it would offer me the opportunity to have some immediate follow-up questions, but I do understand how precious time is for you and would not like to impose on you.*
>
> *The results of this inquiry will provide me with enough information that will enable me to create a resource guide responsive to educational practitioners.*
>
> *If you are interested in participating in this interview please let me know how you would prefer to proceed.*

Interview

At the conclusion of the introduction a time and place will be established with each of the five Presidents.

The researcher will call on time, or will send an e-mail, and will thank the President for his/her time and will make every effort to make the interviewee feel at ease. The researcher will offer an introductory statement once again introducing herself and the project, as well as the assurances of anonymity.

If handled via e-mail a similar written introductory paragraph will be provided.

The first question of the interview asks for the President to define "transformation". Since these five Presidents have been identified as engaged in organizational change or transformation it is not anticipated that they will need to be offered a definition of transformation. They will offer their own definition in relation to the reform efforts they have been involved in. The researcher will therefore note their definition and analyze their responses in relation to how they view the change process.

The researcher will then conduct the interview and take notes on the answers provided by the Presidents.

Upon conclusion of the interview, the researcher will thank the President and will promise to include them in the distribution of the findings.

If materials that document their transformation activities are provided to the researcher the materials will be collected and will be analyzed for inclusion in the resource Web site. A request will be made for a case study of their activities for inclusion the section of the Web site that will post case studies.

Appendix D

Interview Questions for all Ten Executive Officers

1. How do you define transformational change?

2. Do you believe that Community Colleges need to change?
    a) If so, in what ways do they need to change?
    b) If not, why not?
    c) If you could, would you initiate change

3. Are you or others in your institution involved in transformational change initiatives?
    a) If so please describe what are the initiatives and who are the people carrying them out?
    b) If not, why not?

4. What do you see the role of the college President to be in the transformation process?

5. What is the role of the Board of Trustees?

6. What do you think are the key issues educators who wish to effectively transform their colleges need to know?

7. How would you go (or did go) about finding the information needed to transform your institution?

8. How much do you utilize (or have utilized) the web in this information gathering process?

9. What type of sources did you use or would like to use in the future?

10. If a resource web site was created to guide those seeking to initiate change in their institutions, what would you like to see on the web site?

Appendix E

Field Test Protocol

The questionnaire will be sent via e-mail to targeted groups of educational leaders both in California and at the national level. They will be asked to browse through the Web site and then respond to the brief questionnaire which will be posted on the Web site itself or if they wish they can return to their e-mail message and respond via e-mail.

In California the questionnaire will be sent to:

Members of the Board of the Association of California Community College Administrators – members elected by general election from across the state and currently represent positions from Deans to College Presidents.

Members of the Board of the Chief Instructional Officers of California – members elected by region

Members of the Board of the Chief Student Services Officers of California members elected by region

Chief operational staff for the Community College League of California which represents the Chief Executive Officers and members of the Board of Trustees

For a national perspective the questionnaire will be sent to:

Chief operational staff for the American Association of Community Colleges – representing faculty, staff, administrators, students and members of the Board of Trustees of the community colleges

Chief operational staff for the League for Innovation in Community Colleges – representing faculty, staff, administrators, students and members of the Board of Trustees of the community colleges

Chief operational staff for the Society for College and University Planning representing faculty, staff and administrators from community colleges and universities

Appendix F

Field Test Questionnaire

We are in the process of field-testing a resource Web site on transformational initiatives in community colleges. As a noted educational leader your opinions on the value and practical use of this Web site will be extremely important to us. We hope you can take the time to browse the web site and then answer the few simple questions. You can respond to the field test questionnaire directly from the Web site, or if you prefer you can simply return this e-mail message after you have browsed through the Web site. Responding to this questionnaire after you have browsed through the Web site should take you less than one minute.

The web site is not yet public since your responses will determine its final content and shape. We would appreciate it if you would not share its URL until it is finalized.

The Web site can be found at: http:// transformation.laccd.edu/transformation

Thank you for taking the time to help us with this endeavor!

1. Is the site easy to use? Yes_ No_
2. Is the information clear? Yes_ No_
3. Is the content helpful? Yes_ No_
4. Are the instructions for posting and communicating with us easy to follow? Yes_ No_
5. Are the titles for the gateways clear? Yes_ No_
   If not, please briefly explain:

6. Does the information respond to your needs? Yes_ No_
   If not, please briefly explain:

7. Who do you think would benefit from the information in this site?
   a. Chief Executive Officers Yes_ No_
   b. Chief Instructional Officers Yes_ No_
   c. Chief Student Services Officers Yes_ No_
   d. Vocational Education Administrators Yes_ No_
   e. Academic Administrators Yes_ No_
   f. Student Services Administrators Yes_ No_
   g. Planners Yes_ No_

h. Department Chairs Yes_ No_
i. Faculty Yes_ No_
j. Staff Yes_ No_
k. Others (please specify) ____________________________

8. What information would you like to see added to this site?

9. Any comments?

10. How much time did you spend browsing through the site?
1-15 min __ 15-30 min__ 31-45 min__ 46min-1hr__ more than 1hr__

11. Are you staff__ or a member of the Board__ of which organization?
   a. ACCCA__
   b. CIO Board__
   c. CSSO Board__
   d. CCLC__
   e. AACC__
   f. League for Innovation__
   g. SCUP___

12. The position you currently hold is:
   a. CEO__
   b. CIO__
   c. CSSO__
   d. Academic Administrator__
   e. Student Services Administrator__
   f. Vocational Education Administrator__
   g. Association staff member: (title)________________
   h. Other: ________________

If you are responding to this questionnaire from the Web site please provide us with your e-mail address: ________________.

Thank you very much for helping make this Web site responsive to community college educators!

Appendix G

Recommendations/Comments from the First Questionnaire On Topics and Issues related to the Web Site

- How about an annotated bibliography of the best stuff in transformation?" (Response #1);
- "Sounds like a great idea, go for it! (Response #2);
- "Great ideas" (Response #5);
- "Great idea" (Responses #9; #13; #121);
- "Clearly identify heading to know what 'content' will cover" (Response #9);
- "Pointers to sites similar to ours would be helpful" (Response #16);
- "Summaries will be good because reading lots of text may not happen. Also perhaps define transformation. People have different notions of what that means without some reference context. I can imagine transforming an institution by using TQM to do a better job in the classroom without changing its structure significantly. This is not my idea of transformation, for example (Response #18);
- "Some Canadian content would be important to increase benefit to me and my institution. Some of the issues are different in Canada, and strictly U. S. information would be less relevant (Response #25);

- "Plans that others are using to implement technology changes at their campuses (Response #28);
- "An excellent start to facilitating transformation on campuses! The elements identified on the survey are right on target and I look forward to viewing the results of the survey and participating on the web site activities"(Response #30);
- "I'd like to know the results of the survey: particularly including the response characteristics (number of responses, type, time etc.)" (Response #37);
- "Suggestions as to how to engage administrators, faculty and staff in transformation when change is viewed negatively. The 'case studies' may be helpful – demonstrating that change in higher education is difficult yet fruitful!" (Response #48);
- "The key to no.2 is BRIEF. That would be helpful but not if your summary is 5 pages long. When things are that long I print then and maybe read them… and maybe not… they loose their usefulness" (Response #33);
- "I'd like to see literature/discussion on the role of share governance in institutional transformation. Also, any literature/discussion about how faculty and administrators can work together toward institutional goals" (Response #65);
- "I hope this web site recognizes the fairly substantial differences between research universities and community colleges. I also think the concept of transformation is still pretty ill-defined – probably understandably so at this

point. However, I hope you can achieve enough focus to give the site a clear identity. Thanks for taking on the challenge. I look forward to using it" (Response #66);

- "I would suggest adding articles published by the Pew Higher Education Roundtable and change in higher education" (Response #67);
- "Good idea to develop this site. Consider including a section allowing participants to suggest a summary list of characteristics of successfully transformed institutions. Also consider a section on Tools for Transformation (the Web itself being such a tool" (Response #68);
- "Utilizing the web site to encourage/create diversity applicants in the faculty pools; identifying interest groups on various educational issues and creating a monthly program to meet and talk person to person at a restaurant, etc. and discuss our creative success strategies and network locally, regionally! (Response #118);
- "Keep it simple" (Response #123);
- "Classify the information by key topics involved with hot buttons to get information quickly. Have 'status lines' at top of each entry to indicate source, date, all key topics" (Response #155);
- "Sounds like a great idea – a great way to share best practices" (#159);
- "Include a section on relations between community colleges and the university" (Response #168);
- "Use graphics" (Response #212);

- "How about web site links to legislative/government (California) agencies dealing with community colleges and K-12 issues. The role they play as change agents is of paramount importance" (Response #219);
- "We should explore the relationship between educational transformation in K-12 and teacher preparation and salaries. It is time to eradicate mediocrity and under preparation in the K-12 ranks, so students in our inner cities public schools will have a greater opportunity to succeed" (Response #246);
- "This is a great idea. The information and resources is already available in the Internet. The problem I have is to gather appropriate information for appropriate project. Too much information in little time" (Response #247).

APPENDIX H

THE WEB SITE CONTENTS

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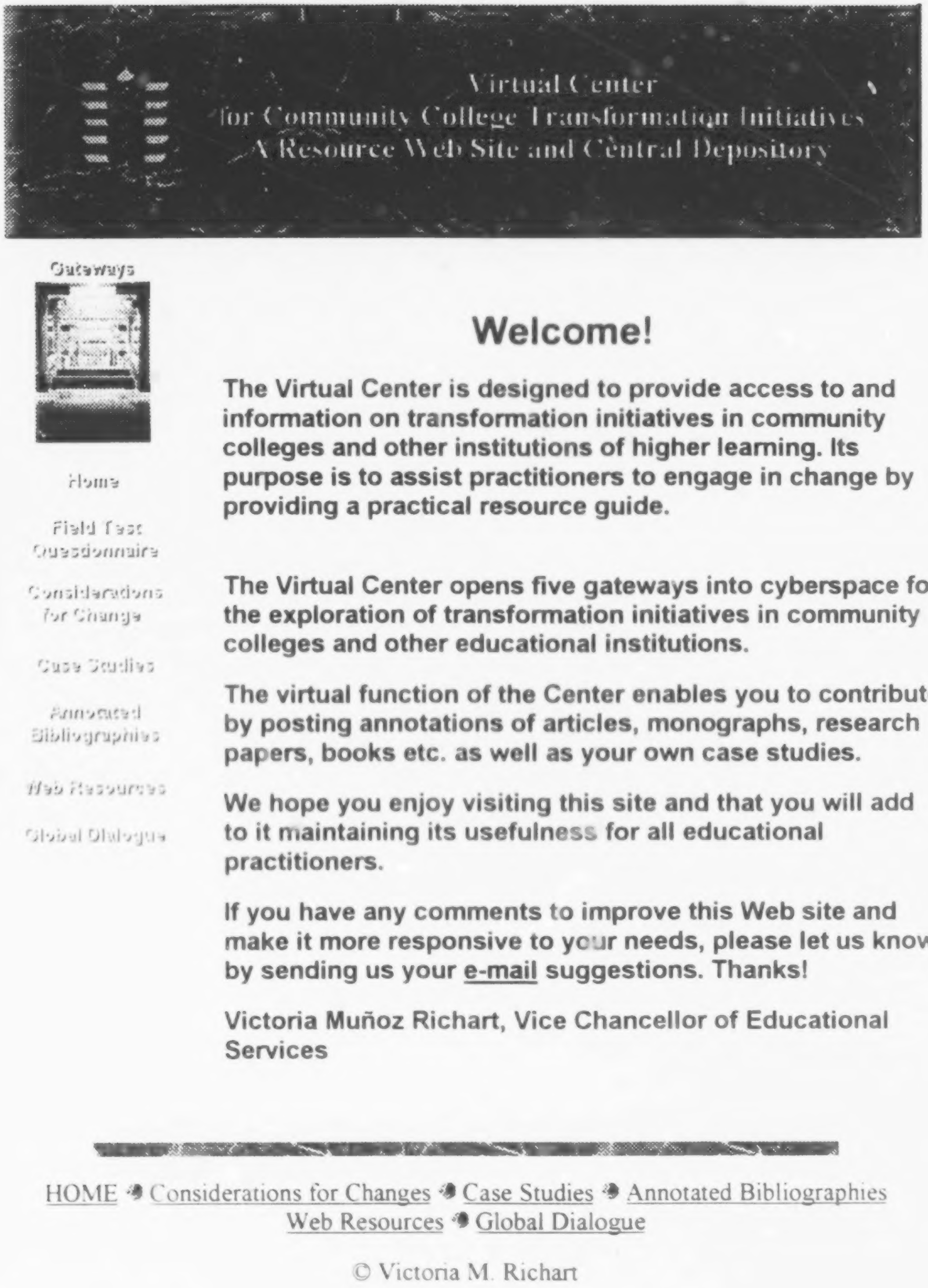
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Virtual Center
for Community College Transformation Initiatives
A Resource Web Site and Central Depository

Welcome!

The Virtual Center is designed to provide access to and information on transformation initiatives in community colleges and other institutions of higher learning. Its purpose is to assist practitioners to engage in change by providing a practical resource guide.

The Virtual Center opens five gateways into cyberspace for the exploration of transformation initiatives in community colleges and other educational institutions.

The virtual function of the Center enables you to contribute by posting annotations of articles, monographs, research papers, books etc. as well as your own case studies.

We hope you enjoy visiting this site and that you will add to it maintaining its usefulness for all educational practitioners.

If you have any comments to improve this Web site and make it more responsive to your needs, please let us know by sending us your e-mail suggestions. Thanks!

Victoria Muñoz Richart, Vice Chancellor of Educational Services

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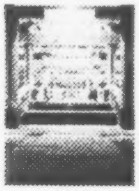

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Abstract

This is document, designed to elicit discussion and dialogue. It is meant to be provocative not definitive. It presents a set of considerations essential to developing a long-range vision for the future. It presents several areas in which evolving conditions have resulted in a conspicuous need for a change in direction. It also provides, based on contemporary research a guide for institutional strategic planning and visioning in order to create the "high performing colleges" of the 21st century.

Aligning with the Information Age - Current administrative and operational structures were designed in response to an industrial era in which access to information was limited, technological innovation was gradual, mass production was valued, and government funding was plentiful. We must now learn to productively utilize vast amounts of information and rapidly changing technology to provide diverse and highly customized educational services at a more efficient cost.

Responding to Changing Demographics and Multiculturalism - With the infusion of immigrants into nation, we are challenged to accommodate the substantial diversity of experiences, beliefs and behaviors that multicultural students bring with them. We must educate an increasingly diverse population in ways that: (a) demonstrate genuine respect for cultural differences; and (b) acknowledge that the wide spectrum of perspectives and talents represented in our community is a tremendous potential resource to employers operating in a worldwide marketplace.

Adapting to the Global Economy through Workforce Preparation - Both businesses and workers must now work harder and smarter to survive. Community colleges can become a major force in the economic development of the nation by supplying local industries with the skilled workers

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they need in order to compete effectively. To do this, we must develop the flexibility to provide customized training that accurately addresses current workplace needs, involving employers in the planning and implementing of training programs. Program completers must be able to demonstrate mastery of the foundational skills and competencies that have been identified nationally as essential for success in the workplace.

Utilizing New Technologies - Electronic modalities can now enable us to cost-effectively reach students beyond our geographic boundaries, provide virtually unlimited interactive learning, simulate complex workplace environments, and make unprecedented amounts information accessible from sources throughout the world. We must not hesitate to invest in the equipment and training necessary to provide these services to our students.

Promoting Student Learning - Undergraduate college students learn through three basic strategies: (1) accumulating information and knowledge; (2) developing skills in communicative and computational methods; and (3) critically analyzing concepts to make judgments about their relevance. Innovative teaching strategies that create powerful learning environments for students to develop these skills effectively are essential. Curricular restructuring calls for the redesign of the traditional roles faculty have played and in the roles of the learners of tomorrow.

Establishing Collaborative Communities - In light of growing competition and shrinking resources, college administrators, faculty, staff and students must recognize and pursue common interests if our institutions are to survive. We must also embrace partnerships with other agencies, both private and public. Keeping focused on the public good, we must re-instate "community" as the central framework for community colleges.

Positive Change through Strategic Planning and "Visioning" – Successful organizational change can occur through the application of strategic planning steps that will yield to the creation of learning colleges. Learning colleges purposely construct structures and strategies so as to enhance organizational learning through its delivery systems thus enhancing their effectiveness and creating a vision for the 21st century.

Leadership and the High Performing Collge - The attributes of successful leadership in the Information Age are grounded on participatory leadership of dispersed responsibility and leading while empowering others. Leaders will have to be knowledge navigators, experts in not one domain but in many with a unique characteristic of how well they can handle themselves and their followers in the field of accessible knowledge. High performing colleges will house leaders that can successfully maneuver in ambiguity and constant change.

The Use of the World Wide Web as a Tool for Change – Technology offers tremendous potential to learning colleges by clarifying assumptions, speeding up communication amongst units, eliciting tacit knowledge, constructing histories and insights thus enabling organizational transformation to proceed with a lesser degree of ambiguity. The Web in particular offers the possibility of generating new streams of information thereby expanding knowledge beyond the initial contact point. Strategic applications for knowledge acquisition takes two forms; assimilating knowledge from outside the institution and creating new knowledge from the reinterpretation and reformulation of existing theories and assumptions based on new information.

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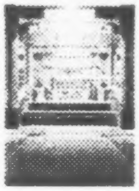

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Considerations for the Transformation of Community Colleges

Welcome to the cyberspace gateway into the considerations for the transformation of community colleges. This gateway contains a multi-page document outlining some of the key issues and providing some suggestions for bringing change about. This document was prepared as a result of the review of three major works of contemporary literature.
The first one is on the need for change by colleges, the second one is on the effective means to bring about this change and what constitutes an "transformed" college and finally the utilization of information systems such as the Web in bringing about change.

This is document, designed to elicit discussion and dialogue. It is meant to be provocative not definitive. It presents a set of considerations essential to developing a long-range vision for the future. It presents several areas in which evolving conditions have resulted in a conspicuous need for a change in direction. It also provides, based on contemporary research a guide for institutional strategic planning and visioning in order to create the "high performing colleges" of the 21st century.

For your convenience this gateway has been organized in sequential order in relation to the various bodies of literature presented. If you want to discover what each section is all about, we recommend you browse through the abstract of this section to select the area you are the most interested in.

I - General Considerations for Change in Community Colleges

II - Positive Change through Strategic Planning and "Visioning"

III - The use of the World Wide Web as a Tool to Access Information

HistoricalPerspective.htm

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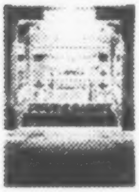

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The following links are available for your use and guidance as you browse through the various sections of the issues that need to be considered as we transform community colleges.

I. General Considerations for Change in Community Colleges

- Transforming as Resources Shrink and we Align with the Information Age
- Responding to Changing Demographics and Multiculturalism
- Adapting to the Global Economy through Workforce Preparation
- Utilizing New Technologies
- Promoting Student Learning
- Establishing Collaborative Communities - Colleges and the Common Good

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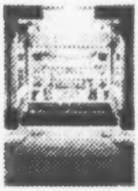

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I. General Considerations for Change in Community Colleges

Transforming as Resources Shrink and we Align with the Information Age

Comparisons are being made between the high costs of state and federal support of higher education and the health care system. The frustration and even the anger over higher education expenses naturally result in the public questioning the value of the product delivered. And the comparisons are surprising: costs that rise relentlessly; the unwillingness of providers to deal directly with the core delivery system; governance structures that rest decision-making power about costs in the hands of professionals whose personal interests are compromised by reducing costs and beliefs that increase in quality always require increases in expenditures (Guskin, 1995).

The Chronicle of Higher Education reported on May 23, 1997 of the passage of HR 1511, a bill that would create a commission to study he rising cost of higher education. The seven-member panel would include leaders of higher education and business, with six appointed members of congress and one by the Education Secretary. The panel will meet for six months and will report on whether colleges are trying to control costs or whether the federal government should take steps to slow rising tuition and fees.

The cumulative message is quite clear, we must devise creative ways to reduce institutional expenses and improve our educational effectiveness.

A recent report by the Pew Higher Education Research Program (March 1992, Vol. 4, No.2) on how colleges and universities are responding to the '90s' financial problems indicates that institutional leaders are beginning to take seriously the need for a fundamental reassessment of the scope and operations of their institutions and that each had taken measures to achieve greater operational efficiency while, at the same time, tangibly committed to quality enhancement.

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Research in organizational productivity shows that in the next decade the key to dealing successfully with lower revenues, while maintaining quality education, lies in rethinking the nature of the work being done in light of current social, technical, political, economic and education trends (Allen, 1996; Bolman &Deal, 1984; Burke, 1994; Barnevale&Donna M, 1997; Carter & Alfred, 1996; Dolence and Norris, 1995; Gouillart &Kelly, 1995; Guskin, 1995; Hammer &Champy, 1993; Haycock, 1996; Marshall, 1995; Morton, 1991; Quinn, 1992;Rifkin, 1995; Rouceche, Johnson & Rouche, 1997; Simsek & Louis, 1991; Zemsky, 1994)

As organizational productivity is enhanced, educational excellence becomes the focus of contemporary reform efforts. The transition from the Industrial Age to the Information Age offers us enormous opportunities to create unique and innovative learning strategies. Information Age learners need to develop the capacity to search, select and synthesize vast amounts of information to create knowledge. Futurists agree that in the Information Age we will depart from provider-driven educational systems to learner-centered systems.

> The classroom will not disappear, nor will the campus fade into oblivion. Rather, American higher education in the 21st century will provide a spectrum of choices for learners, ranging from the truly traditional to the totally transformed. These choices will be exercised by individual learners, faculty, researchers, and practitioners in their daily work and as they chart the pathways for their learning careers. Individual learners are an inexorable force driving learning in the Information Age. But organizational actions and strategies can either facilitate or limit the choices available to learners."(Dolence and Norris, 1995 p.14)

Changing the manner in which we deliver education is not enough. Transformation is not a linear process. Reform activities in education must accomplish at least four simultaneous goals: (1) the reengineering of organizational processes to achieve higher productivity and quality, (2) the alignment of educational systems with the Information Age, (3) the creation of more flexible educational delivery systems, and (4) the redefinition of roles and responsibilities within the new structure (Cohen &Brawer, 1989; Colleges, 1988; Curry, 1992; Davis, 1995; Dolence & Norris, 1995; Fullen, 1991; Haycock, 1996; Intersegmental Coordinating Council, 1995; Munitz, 1995; O'Banion, 1995; O'Banion, 1996; Rouche et al., 1997; Rowley, Lujan & Dolence, 1997; Trow, 1991).

Colleges will need to begin a dedicated process of reengineering trough strategic planning and visioning with the focus on meeting the needs of the learners of the Knowledge Age in an ever-changing environment.

Next Section: Responding to Changing Demographics and Multiculturalism

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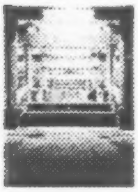

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Responding to Changing Demographics and Multiculturalism

The 1990's and beyond will witness the emergence of a new, completely diverse nation. Between 1980 and 1990, the U.S. population increased by 10 percent, the second largest increase in the 200-year history of this nation. Just three states - California, Florida and Texas - accounted for more than half of the growth. These states also have the largest number of Latino immigrants and the largest non-white populations overall. During the same decade, immigration accounted for approximately one-half of the country's Latino population growth and nearly three-fourths of its Asian population growth. Immigration also contributed to the African American population growth, but to a lesser degree (Outtz, 1995)..

In California, the migration patterns present a daunting challenge. More than one in ten Americans resides in California (Dorch, 1995) . Recent migration patterns indicate that, as Californians are moving to other parts of the country, immigrants from foreign countries continue to pour into California and especially into Los Angeles County. Los Angeles County serves as both as entrance and exit for these migrants. This fact alone presents unique and highly critical challenges to the entire educational system of Los Angeles County.

Nearly 30% of students new to the nation's schools are arriving in California's classrooms; by 2001, California public school enrollment will top seven million students, and almost one hundred languages currently are represented in California schools (Intersegmental Coordinating Council, 1995).

All educational institutions have to accommodate the substantial diversity of experiences, the wide range of languages, cultures, learning styles, talents, and intelligence that multicultural students bring with them.

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> Recent demographic changes - changes that will continue into the next century - strongly suggest the need to transform our institutions, our institutional thinking and our institutional policies regarding access and equity (Outtz 1995 p.65)

Research in the area of access within all educational institutions (K-16), indicates that minority students continue to face enormous barriers.

Access in both K-12 and all higher education sectors have become analogous to being physically present rather than educationally defied. Being relegated to unchallenging and irrelevant remedial courses that increase the time and expense necessary to complete their studies often marginalizes students of color. In essence, culturally responsive programs, curricula, and pedagogy that would enhance learning and provide a breadth of understanding for students from marginalized groups are either non existent or are crafted in a homogenous setting thus becoming unresponsive (Dilworth & Robinson, 1995).

Research is now beginning to show that successful programs targeting at-risk students have an important characteristic in common; they are not driven by a deficit model that focuses on either the real or the imagined weaknesses of students, society, or the community. Instead, racial, ethnic, linguistic, and other differences are seen as assets on which to capitalize rather than as problems requiring fixing (Dilworth and Robinson, 1995).

Terms such as "non-traditional learner" or "at risk students" or "disadvantaged" tend to blame the "victim." The problem for the most part is not one of disadvantage where the blame once again is focused on the learner and his or her home and community, but one of access. Colleges need to assess their policies and procedures as well as their teaching strategies to insure that their practices are not the ones that are causing the disadvantage.

Socially conscious curricular restructuring should increase equity and access. Project-based collaborative learning is a powerful means of extending access to students who have not performed well in traditional instructional settings. In research done at the University of California at Berkley, Uri Treisman found that disadvantaged students had almost always failed basic science and math courses. He then placed the students through workshops that challenged them with problems more complex than standard courses, fostered study groups, and helped them learn the unspoken wisdom of excellence, his program produced levels of achievement rivaling those of any other group of traditional students in the university (Treisman, 1995).

William H. Gray, III, President of the United Negro College Fund recently said:

> The real bottom line, though, is that we ought to be looking at this issue (diversity) from the other side. Diversity should not be seen as a problem with which we have to deal. Diversity is really our greatest opportunity. It's how we make America stronger, not weaker. It only takes a quick look at the world - through the prism of reality - to see that (Gray, 1995 p. 17).

One Third of a Nation, the 1988 report of the American Council of Education's Commission on Minority Participation in Education and American Life, describes the socioeconomic indicators that separate the ethnic and economic minority, the "one third" of our population from the "two thirds." It sets a goal for the Commission that in 20 years, after a major national commitment to the amelioration of these differences, a similar examination would reveal that the minority population would have "attained a quality of life as high as that of the majority" (Swerling 1995)..

In 1994 the American Council on Education published an annual status report, *Minorities in Higher Education* showing that in six years, only marginal progress had been made in the amelioration of ethnic and economic differences. Although the national percentage of minority high school graduates has somewhat increased, the percentage of these students entering college has declined. Although the percentage of minority college graduates has increased slightly, it has not kept up with the population growth and the gap between white and minority college graduates remains as it was in 1988. The report goes on to point out that with the widening gap in lifetime earnings between high school and college graduates, along with the substantially unchanged differences between the earnings of equivalently educated whites and minorities, there has been no improvement in the economic "quality of life" of "one-third" of the nation (Swerling 1995).

If we are to close the gap, we clearly need to make some changes over the next 14 years. All sectors of the education community must work together to improve the quality of K-16 education because multicultural and highly diverse students are amongst us. Their diversity is not the problem. In fact, focusing on diversity obfuscates the real issues of institutional responsibility for education. It diverts our attention from the primary goal of education: to provide students with the knowledge and skills they need to participate productively in a democratic society. K-12 and community college educators must forge partnerships that are mutually respectful and that bring the best resources of each sector to meet these challenges (Dilworth and Robinson, 1995).

In the next ten years, more than half of all new entrants into the American work force will be minorities. Another thirty five percent will be women and new immigrants. If we do not educate all Americans to world class standards, we simply will not be able to compete in the global market (Dorch, 1995).

Community colleges are being called upon to prepare future workers in order to ensure that this nation's economy remains strong. The U.S. Department of Labor estimates that half of the new jobs created over the next 20 years will require some education beyond high school, and almost one-third will be filled by college graduates. In many ways, change in accordance with demographic and economic realities will prove to be a matter of survival (Outtz, 1995).

Full participation in higher education by all sectors of our diverse population is increasingly vital to the survival and growth of the United States. The corporate world is well aware of this fact and is simply awaiting the richly diverse employees we will train for them. In May of 1995, Proctor and Gamble Chairman and CEO Ed Artzt said in a major speech:

> Diversity is an integral part of the character of our company It gives us strength. And it gives us talent - the richness of talent that we need to successfully sell our products to people of all cultures in every market of the world.

Next Section: Adapting to the Global Economy through Workforce Preparation

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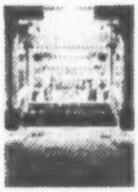

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Adapting to the Global Economy through Workforce Preparation

Futurists estimate that in the year 2000 there will be 141 million workers in the U.S. They also estimate that around the turn of the century each individual in the workforce will need to accumulate learning equivalent to what is currently associated with 30 credit hours of instruction per year. The Harvard Business Review (1991) reports that this amount of training will be needed for every member of the Information Age workforce to remain competitive and productive; and it could add up to over 20 million FTE learners from the workforce.

Information Age workers will need to spend at least 20 percent of their day engaged in learning, so the most facile learning mechanisms will be required for America to remain competitive in the global market. But are community colleges ready for the needs of this workforce?

Over the last couple of decades, continuing high rates of unemployment, global economic competition, and employer concerns about the declining quality of the workforce, have indicated the expanding need for a highly skilled and flexible labor force. Community colleges have been frequently called upon to provide workforce training and retraining. However, the strict, over-regulated, inflexible parameters of these institutions are forcing business and industry to look elsewhere, and proprietary institutions are becoming more and more adept at meeting industry's training needs. Business and industry often find the educational programs in community colleges and universities to be inflexible to their needs, out-dated in content, and not responsive to the adequate preparation of the workforce, especially in regards to recent technological advances(AGB, 1996; Alfred and Carter, 1997: Carter & Alfred, 1996;Cohen & Brawer, 1989; Colleges, 1988; Harvard Business Review, 1991) McCabe, 1996; Rifkin, 1995; Trow, 1991). Industry's desire to utilize accredited institutions to provide state-approved education with the coveted degree or certificate is rapidly being replaced by a desire to provide customized, state of the art, responsive and competency-based training that will create the employee of the future. Unless community colleges redesign their

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delivery systems, others will become the central focus for workforce preparation.

It is obvious that the entrance to the Information Age is not a United States, but a worldwide phenomenon. The change and innovation cycle of decades in the late 1800's has accelerated to five to ten year cycles in the early 1900's to months in the 1990's. The slippage of America and the need to reengineer American business and industry to reflect information age technologies, workplaces and product quality is a well known heavily reported factor (Case, 1995; Freiberg &Freiberg, 1996; Hammer &Champy, 1993; Rifkin, 1995). The quest for public education to provide the knowledge, personal competencies and experiences that reflect these needs will not diminish, but will instead help define its adaptability and value to our economy and society.

The new wave of federal workforce preparation legislation has been described as marking "the end of the New Deal." In the future, federal funds for training programs will not only be substantially reduced, but will also come with fewer categorical prescriptions. An unprecedented diversity of clients/students will be served through the comprehensive "One Stop Career Centers" which will necessitate strong collaboration by colleges with the Employment Development Department and a multitude of other agencies. Customer satisfaction - referring to both clients/students and employers - will be the hallmark of successful training programs. It is the beginning of a new wave of reform that will represent the most significant challenge yet to educators at all levels. This movement is rooted in the urgency of retrofitting public education to better support America's stance in an increasingly competitive, rapidly changing global economy (Alfred & Carter, 1997; Carter &Alfred, 1996;Colleges, 1988; McCabe, 1996; Rifkin, 1995; Trow, 1991).

Community colleges should become primary providers of workforce training, if they are to prosper in today's economy. Delivering training programs through contracts with business and industry will not only generate expanded income for the Colleges, but will also strengthen the local economy by upgrading the skills of the labor force and thus preventing local industries from relocating. Community colleges have the potential to become a major force in the economic development of the Nation by increasing the success rates of small businesses, strengthening the labor force in the area, and becoming a partner with others as a major element in a company's evaluation of this community's attractiveness.

In the abundant research and commentary on educational responsiveness to the global economy, it is clear that rigorous curricular review needs to be undertaken in order for colleges and universities to meet the needs of the present and future labor force(Case, 1995; Freiberg & Freiberg, 1996; Hammer & Champy, 1993; McIntyre, 1996; Rifkin, 1995; Rowley et al., 1997; Simsek &Louis, 1991; Weisbord, 1992; Zemsky, 1994) . Change in the organization of work is increasing demand of higher level skills of all workers. The 1991 report by the Labor Secretary's Commission on Achieving Necessary Skills (SCANS) concludes "... good jobs will increasingly depend on people who can put knowledge to work" (U.S. Department of Labor, 1991). It is commonly understood that all workers need to acquire proficiency in basic skills (reading, writing, computation, listening, speaking), but in a global economy they all also need to be able to think creatively, collaborate and adapt readily to changes in their work, including technological changes (Reich, 1991: Commission on the Skills for American Workforce). Therefore priority must be the inclusion of SCANS competencies and skills in the workforce preparation curriculum. SCANS represents a concise and precise identification of foundational skills for the employees of today and tomorrow as identified by employers of all sizes and scope in this nation with an eye to the competitive national and global market. The integration of these competencies into the curriculum and teaching strategies will strengthen the skills of all future adults as they function in society and the workplace.

The ability to communicate, especially with people from other cultures is a critical skill for the workers of today but most certainly tomorrow. Cultural differences are increasingly prominent, within as well as between nations. The global worker's preparation thus requires instruction that offers an understanding of cultural, social and political differences and enhances certain common values and shared insights. This training needs to include the skills to work in, form and lead teams and coalitions of workers, including people from differing cultures. As commercial interdependence increases, collaboration and like communication will become even more universally important.

In addition, in the working environment of the global economy, there is a need to better communicate with foreign trading partners, as the local economy becomes more dependent on international trade. Our own culture is changing under the impact of immigration and the demands of international markets. Greater focus needs to be placed on reciprocal international education programs. Community colleges are the ideal venue for foreign students, business people and professionals to become acquainted with American culture, language, business styles, etc., while our students study the cultures of our global trading partners. If greater focus is placed on global/international curriculum, the potential for increased income as a result of partnerships with other countries can boost the colleges' economic standing.

All the skills that have been described are not generic and they manifest themselves in different disciplines. Thus each major course of study must consider how to strengthen student learning in these areas. The skills of the global worker, such as the ability to work in teams of varied cultures, are relevant not only to the work environment but also to the social and political fabric of the nation. When re-thinking the curriculum colleges must consider change in both general education and the major, if we are indeed going to remain a viable competitor in the global economy.

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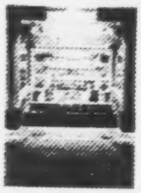

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Utilizing New Technologies

New electronic technologies, global information through the "super highways" of the Internet, affordable and extraordinarily powerful computers, and breakthroughs in interactive and simulation software are now available and ready for use. When these technologies are combined with students who have grown up with computers and Nintendo games, tremendous opportunities for new types of learning environments evolve.

These opportunities have come in the form of distance education and Web-based learning, by which teaching can be offered to students beyond geographical boundaries, providing full access to higher education for all citizens. In addition, as the colleges expand their contractual partnerships within a global economy, distance education and Web-based learning become efficient and effective instructional methodologies to be used in the development of partnerships with foreign countries through the provision of courses in English, workplace literacy and skills, American culture, etc.

Currently, and even more so over the next decade, sophisticated interactive software for college-level subject matter will be easily accessible for local and global use. While the initial cost of developing even more sophisticated interactive technologies is high, the size of the higher education market will attract enterprising software developers and will lead to reasonable costs, thus the growth in software choices probably will be exponential (Guskin, 1995; Morton, 1991;Quinn, 1992).

Beyond interactive technology is the ready access to the "information superhighway", the Internet, where students can gather information from all over the globe, access numerous library catalogs and databases, and globally communicate freely with peers and experts. The growth of the superhighway is eminent, as is the availability of vast amounts of information in a variety of formats.

Advances are occurring in software that simulates science laboratories. The use of this software can reduce significantly the expense of costly laboratory materials and of maintaining extremely expensive laboratories. It is likely that as colleges and universities seek to cut costs, the market for such software will significantly increase. Just as flight simulators have long been used to train pilots before they climb into actual airplanes, authorities in a variety of fields say virtual reality "environments" have a bright future as a training tool for students and as way to give doctors and engineers a "dry

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run" through less risky or costly procedures (AGB, 1996;Davis, 1995; Guskin, 1995; Johnstone & Krauth, 1996).

Almost all academic disciplines are bending under the weight of the ever increasing access to and need of information. To deal with the information explosion, all academic and vocational disciplines continue to evolve and expand. In their scholarly and research pursuits, faculties are increasingly using "networks" to deal with the information explosion and the shrinking cycle of change (Colleges, 1988; Davis,1995; Dolence & Norris, 1995; Gilbert, 1996; Harlacher & Gollattscheck, 1996; Katz & Henry, 1988). The World Wide Web is filled with bulletin boards, virtual laboratories, collaborators and many more. The tools of network usage are revolutionizing discovery research and the synthesis of information in academic and vocational disciplines worldwide.

A symptom of the information explosion is the inevitable, increasing importance of a learner's capacity to continually synthesize vast amounts of information. Learners need to develop the capacity to search, select and synthesize vast amounts of information to create knowledge (Davis, 1995; Dolence & Norris, 1995). Given the time cycle for information change, this synthesis must be a continuous process. This skill set is critical to success in Information Age organizations, and must become a fundamental skill set of learning environments. Knowledge Age learners need to be genuine "knowledge navigators" who develop the capacity to negotiate a pathway through an overwhelming universe of information on their way to understanding (Davis, 1995; Dolence & Norris, 1995).

The potential financial savings and the power of these tools for student learning, present an unprecedented challenge for the faculty and administrators. We must not hesitate to invest in the equipment and training necessary to provide these services and educational opportunities to the students who can benefit from them. The number and flow of these students may seem like a trickle now, but in the next decade it will represent overflowing rapids.

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Promoting Student Learning

The public perception of the effectiveness of higher education tells us that we can no longer avoid demonstrating to the public at large, to employers, to state and federal governments, to parents, to accrediting institutions and to students themselves, that they are getting a good return on their own and society's educational investment. In community colleges it is clear that stronger and stronger pressures are being imposed to demonstrate that appropriate levels of student learning result from the education offered.

The challenge for the next decade is for community college faculties and administrators to address the issues of how students learn. Attention must be focused on the implications of research on student learning styles, multiple intelligence, and the developmental issues based on the age, gender, race, nationality or life experiences of the students being taught. Focusing on student learning turns our thinking about the future of our colleges and universities upside down: from faculty productivity to student productivity, from faculty disciplinary interests to what students need to learn, from faculty teaching styles to student learning styles, from classroom teaching to student learning (AGB, 1996; Angelo, 1993; Astin , 1993; Barr & Tagg, 1995; Carter & Alfred, 1996; Chickering & Gamson, 1991; Colleges, 1988 ; Katz & Henry, 1988; Norman, 1993; O'Banion, 1996; Weinstein, 1996).

Psychologist Donald Norman (1993) discusses the optimal environment for learning, while Arthur Chickering and Zelda Gamson (1991), both higher education researchers, discusses how faculty can increase student learning. Norman believes that the optimal environment for learning exists when a high intensity of interaction is offered through encouraged feedback. When the faculty motivates and provides a sense of direct engagement high learning occurs (Norman 1993).

Chickering and Gamson, in their well known article ***Seven Principles***

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for Good Practices in Undergraduate Education (1991), conclude that good practice: (1) encourages student/faculty contact; (2) encourages cooperation among students; (3) encourages active learning; (4) gives prompt feedback; (5) emphasizes time on task; (6) communicates high expectations; and (7) respects diverse talents and ways of learning. Current research indicates that the primary learning environment for undergraduate students, the lecture-discussion format, may need to be addressed in terms of the elements of good instructional practice, the optimal settings for student learning and the advent of the Information Age. This is one of the principal challenges of the '90s and beyond. Colleges and universities are going to have to focus not so much on how faculty teach but on how students learn, thus engaging in an active educational agenda to enhance such learning.

> new organizational structures may be necessary, but not sufficient to improve education. Something else is needed to guide human energy in productive educational directions. The "something else" is a set of particular commitments and competencies to guide practice. Is the point of restructuring to provide a better way of teaching the current curriculum to students who haven't learned it? Or is the goal to fundamentally change, for all students, what is taught and how it is taught? (Newman, 1993 p. 6)

Answers to such questions will ultimately reflect the quality of education as we begin focusing on student learning. Educational research (Angelo, 1993; Astin, 1993; Bok, 1986; Chickering and Gamson, 1991; Gates, 1996; Magolda, 1996; Newman, 1993; Pascarella & Terenzini, 1991; Weinstein, 1996) can be aggregated and summarized to indicate that student learning at the undergraduate level can be defined by three learning strategies:

(1) Accumulation of information and knowledge (students are expected to accumulate information and knowledge in a host of fields with depth in at least one).

(2) Skill development (students are expected to develop skills in writing, communication, quantitative and scientific methods).

(3) Conceptual development (students are expected to develop intellectual tools that will enable them to critically analyze material they are acquiring and to make judgments about its relevance to other issues of concern).

In community colleges the common format for addressing the first of these learning strategies, the accumulation of knowledge is through lecture/discussion, and through the use of books for maximizing the presentation. Sometimes visual aids, such as films, videos and the like are used to supplement the lecture.

However, the advent of the Information Age - with sophisticated interactive software for college-level subject matter, real-life simulation technologies, and the World Wide Web - will inevitably provide alternative formats in the classrooms. The power of these technologies is enormous, especially for student learning.

However, hardware and software or accesses to the Internet do not determine how teachers teach or how students learn. It is in the restructuring of existing educational systems that the future of proactive learning resides. Restructuring should result in enhanced involvement in learning and increased time on task. It should foster intimate faculty-student and student-student interaction, increased coherence in the courses of study, and most impartantly3 augment equity of access (learner.org/content).

Fundamental course review will have to take place. Students could learn a particular subject in a series of "learning modules" with one module focused on electronic sources, another on intensive interaction with a faculty member, a third on intensive lecture-discussion, a fourth in real-life experiences or simulations and another in a peer-study (Davis, 1995; Dolence & Norris, 1995; Gates, 1996; Gilbert, 1996; Guskin, 1995; Johnstone & Krauth, 1996; Newman, 1993) . The possibilities are endless.

Innovative teaching strategies may necessitate creative evaluation procedures of student learning, which could include separate assessments of the learning achieved in each of these "modules" integrated into a total assessment of the overall learning demonstrated.

The second learning strategy, skill development is a central focus in the educational system from early on. In colleges skill development ranges from the more basic levels of math, quantitative methods, writing, and communicating, to the higher levels of skills such as foreign language acquisition, electronic technologies, nursing, performing and visual arts, etc.

In addressing skill development for the future it is important to consider that students entering college in the next decade will be attuned to working with computer-generated-environments whether from playing games, "surfing" the Internet or working with interactive television systems. The use of interactive technologies and "simulated" laboratories and classrooms for skill development should be a basic element of curricular reform. New learning support roles for faculty such as facilitators, knowledge navigators, and learner/service intermediaries will become increasingly important (Barr & Tagg, 1995; Bowen, 1992; Carter & Alfred 1996; Colleges, 1988; Davis, 1995; Dolence & Norris, 1995; Harlacher & Gollasttscheck, 1996; Katz & Henry, 1988; O'Banion, 1995; O'Banion, 1996; Rifkin, 1996; Rifkin, 1995; Stewart, 1996; Weinstein, 1996).

Finally, the last strategy, conceptual learning is thought of to be the cornerstone of a good undergraduate education, requiring a considerable amount of reflection on the part of students, and often reassessment of existing beliefs and assumptions. As students advance through their undergraduate education they are expected to form conceptual abilities. However, experts agree that, in many college classrooms around the nation, current teaching practices are not consistent with a reflective mode of learning and students are not being motivated to develop conceptual frameworks (Astin, 1993; Bok, 1992; Guskin, 1995; Newman, 1993; Pascarella & Terenzini, 1991). Conceptual learning takes place when students are fully motivated to go beyond their current assumptions. Successful teaching occurs when students are enticed and motivated into excitement and interest in the topic, and then given the proper tools to reflect; explore, compare, integrate and form the proper conceptual structures. The problem is to make students want to do the hard work that is necessary for reflection (Norman, 1993). Norman's studies show that students who were highly motivated learned the material far better than those who were uninterested, irrespective of how the material was presented.

It is commonly accepted that future generations of students may not be able to maintain the level of interest and attention required for motivated learning. Yet we know that students become highly motivated and learn through interactive games, television and films. Norman (1993) writes about game makers and entertainers, observing that they obviously know how to capture interest sufficiently well whereby real learning takes place, albeit learning of irrelevant subjects. He suggests that perhaps we can merge these skills. The trick is to marry the entertainment world's skills of perception and of capturing the user's engagement with the educator's skills of reflective, in depth analysis.

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Research demonstrates that faculty through the redesign of curriculum and the creation of learning laboratories can produce powerful learning environments can be created by (Burke, 1994; Carter & Alfred, 1996; Davis, 1995; Dolence & Norris, 1995; Guskin, 1995; Johnstone & Krauth, 1996; Newman, 1993; Norman, 1993; Weinstein, 1996). These modalities use simulated environments to motivate and challenge students to reflect on their beliefs and actions (such as simulating school and city decision-making settings) or in teaching through real life case studies, which stimulate problem-solving activities.

Faculty, serving as mentor/group leaders can provide students with feedback and focus that challenges conceptual thinking while enabling students to build self-confidence.

Alexander Astin (1993) noted that faculty spend little time involved in activities unique to faculty and that have major impact on student learning, namely direct individual faculty/student interaction, in intense small group discussions, mentoring and advising, and in encouraging students to be involved in activities that are important for student learning but do not involve faculty - peer-group, team-oriented settings, peer tutoring and coaching, and experiential learning outside the institution.

In addition to all these considerations directly relating to community college teaching/learning it is critical to consider the many reform initiatives have already taken a firm hold in the K-12 system. For example in California the new generation of curriculum frameworks now focuses on student understanding, student engagement, and expected student learning results. The frameworks have several enhancing concepts and instructional strategies in common. These include critical thinking and conceptual understanding; problem solving based on real-life problem; meaning-centered rather than memorization-oriented learning opportunities; active learning and activity-based instruction; contextualized, learning which makes connections to students experiences; collaborative learning in groups; and interdisciplinary learning (Intersegmental Coordinating Council, 1995).

The fundamental goal of the K-12 reform initiatives is to shift the emphasis in K-12 education from teacher-centered focus to student-centered experiential focus (Fullen, 1991).

The number of students moving into higher education who have experienced the full impact of reforms in K-12 is very small so far. But what is now a small stream will likely become a widening river. What will students encounter when they enter our past-secondary institutions? Will community colleges respond quickly enough to provide them with smooth-flowing, coherent educational experience? What kinds of changes are we willing to make to ensure that students experience a seamless transition into higher education?

Finally, it is more likely that the present and future generations of students will be better focused and more motivated in well-designed settings using interactive technologies, simply due to the environment in which they are growing up. The challenge for faculty members will be to integrate the new world of simulation and interactive technologies with their own unique roles as mentors, facilitators, and teachers of student learning.

A few countries are now systematically handling the problem of helping faculty learn to teach in the new environments, and rethink the curriculum on a national basis with the exception of England and Australia. The United Kingdom has a "Computers in Teaching" initiative with disciplinary centers, each with national responsibility, sited at different universities. Each center provides training, support materials, newsletters, and consultation in its field. Australia is creating faculty development materials for national use. In the United States the focus is on specialized projects such as the Annemberg/CPB Project "Learn Online" which funds colleges and universities' projects primarily aimed at helping educators learn about technologies, or to think together about how to restructure the curriculum. Other countries have specific projects spread particular techniques or software, but none have the kind of ambitious program that is need to help its instructional corps to go through a complete career shift (learn. org/content).

Next Section: Establishing Collaborative Communities - Colleges and the Common Good

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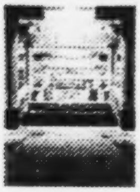

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Establishing Collaborative Communities - Colleges and the Common Good

Some of the recent research and practice in educational reform evolve around the notion that if restructuring is going to take place, it needs to do so at the level of conviction and not just as an external organizational face lift (Aune, 1996; Burke, 1994; Curry, 1992; Freiberg & Freiberg, 1996; Gouillart & Kelly, 1995). Therefore, a logical first approach to restructuring is to look at the basic and root metaphors that shape our thinking about educational institutions, metaphors that shape the way we understand instruction, leadership and management within them (Sergiovanni, 1993) . Sergiovanni describes that in education the metaphor of choice is "organization." Educational institutions are understood as formal organizations, and what occurs within them is understood as organizational behavior. He illustrates how the phrase "to organize" provides a clear picture as to how the organization metaphor forces us to think about educational institutions. To organize means to arrange things into a coherent whole. Therefore, as organizations, public educational institutions develop explicit teaching and management structures and procedures that give a convincing account to the public that everything is in place to accomplish the stated purposes.

The "organization" metaphor however, is now being blamed for the failures of previous attempts of academic reform (Aune, 1996; Burke, 1994; Sergiovanni, 1993). It is clear that reengineering organizational structures without focusing on the substantive purpose for change, and the level of commitment of those involved, will create only temporary benefits (Newman 1993). Metaphors have a tendency of creating realities; and since different metaphors create different realities truth is always relative to its generative metaphor.

So, if the "organization" metaphor needs to be changed, what should the metaphor of choice be? Experts now agree that it should be one where communal commitment and conviction are the driving forces for change (Bok 1995; Case, 1995; Colleges, 1988; Harlacher &

Gollattscheck, 1996; Hutchins, 1969; McClenney, LeCroy & Croy, 1991; Rifkin, 1995; Rifkin, 1996; Sergiovanni, 1993; Weisbord, 1992; Wheatley, 1992; Wheatley & Kellner-Rogers, 1996; Wilms, 1996).

Therefore, going back to the Aristotelian concept that human beings by nature need to form communal bonds for the exchange of ideas and focus on the common good, researchers studied groupings of individuals who successfully worked together with that common goals (Hough, 1992). A predominant model based on collaborative communities of individuals working towards a common goal was found to be most applicable to public education (Sergiovanni 1993). Therefore, changing the metaphor for educational institutions from "organization" to "community" would be a powerful first step in changing our thinking on how our institutions should be organized and administered, as well as what should take place within them.

> In communities, for example, the connection of people to purposes and the connections among people are not based on contracts but commitments. Communities are socially organized around relationships and the felt interdependencies that nurture them. Instead of being tied together and tied to purposes by bartering arrangements this social structure bonds people together in special ways and binds them to concepts, images and values that comprise a shared idea structure. This bonding and binding are the defining characteristics of schools as communities. Communities are defined by their centers of values, sentiments and beliefs that provide the needed conditions for creating a sense of "we" from a collection of "I's." (Sergiovanni, 1993 p. 7)

In organizations the relationships within are formed for others and us by external forces and are codified into systems of hierarchies, roles and role expectations. Communities rely more on common purpose, values, professional socialization, collegiality and natural interdependence. Collegiality in organizations is a group arrangement that forces people to work together, whereas in communities collegiality comes from within, from a connection between people based on reciprocity, mutual responsibilities and other basic emotional or intellectual ties (Sergiovanni 1993).

What are the shared values, commitments, intellectual ties, and mutual responsibilities that would enable our colleges to become a community of mind? How will these values and commitments become practical principles that can guide the lives "community" members want to lead within our institutions? What are the patterns of mutual obligations and duties that emerge in our institutions as community is achieved? The motives that bring people together are the key in determining whether community will be authentically achieved. For community colleges survival is the motive, and restructuring the vehicle for achieving success.

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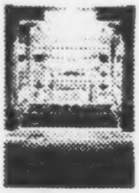

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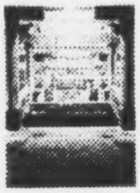

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II. Positive Changes Through Strategic Planning and "Visioning"

Learning Institutions

Community Colleges are complex and ambiguous in their structures and mechanisms. Yet for the most part those who work inside these intricate organizations do not necessary feel that they are as vague or elaborate. In any organization employees want their world to be understandable, predictable and manageable, even in the face of inconsistencies and an ever-changing environment. As a result they form theories and ideologies to help not only understand the institution but to maneuver within it with ease and comfort. At least for as long as the theory holds true. What is critical about organizational theories is that they help all understand situations and thus take actions (Bolman and Deal 1984). The theories learned make all the difference in determining whether a given situation is confusing or clear and thus frame the decisions. Bolman and Deal (1984) explain that developing these theories and ideologies, or "frames" as they call them, takes time and energy so workers have an investment in them once they are developed. To give up a given theory is to sacrifice all the investment that went into learning it. Thus change becomes an unwelcome intruder in the world of order that has been created.

Bolman and Deal (1984) note that it is commonplace that different people see things differently and that it is widely understood that differences in the theories they possess and understand can create differences in how they perceive reality. Therefore understanding these differences and clarifying them so that everyone perceives the same reality is critical for the success of any organizational transformation. Institutional leaders are at the heart of any transformation effort. They are the diagnosticians who use the theories or "frames" to guide the organization and when necessary adopt, create and formulate new ones to meet the demands of the changing environment.

For community colleges the ability to create new organizational and educational processes to innovate is crucial if they are to remain competitive in an increasingly turbulent world. This kind of change requires not only the invention of new delivery and organizational systems, but also their adoption and their diffusion to all parts of the institution. Institutionalizing change is the most critical element and often the one most organizations can not accomplish. The examples of successful organizational change tend to be isolated to a part or specific program within the institution. However, if institutional long-lasting change is what is desired, then, as the most recent

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organizational research illustrates, the institution needs to become a learning organization (Huber, 1991).

Organizational learning has become popular among corporations that are interested in increasing their competitive advantage through organizational change initiatives that focus on innovation and effectiveness. Argyris and Schon two of the early researchers in this field defined organizational change (or organizational learning) as "the detection and correction of error" (Argyris, 1978). Later Fiol and Lyles defined learning as "the process of improving actions through better knowledge and understanding" (Fiol and Lyles 1985). Eight years later, Dodgson provided the interpretation that still remains, defining organizational learning as "the way firms build, supplement, and organize knowledge and routines around their activities and within their cultures and adapt and develop organizational efficiency by improving the use of the broad skills of their workforces" (Dodgson, 1993).

Therefore a "learning" community college would be an institution that would purposefully construct structures and strategies so as to enhance and maximize organizational learning throughout all of its internal organizational and delivery systems. Just as learning is essential for the growth of individuals, it is equally important for institutions, particularly institutions of higher learning where "learning" is in the name.

Yet, although individuals form the bulk of any institution or organization, organizational learning is more than the sum of the parts of individual learning. In healthy learning organizations, when members of the institution leave the learning continues. If well established and nurtured, organizational learning contributes to organizational memory. Thus learning systems should become part of the institution and not the individuals within it (Dodgson, 1993; Fiol, 1985).

Just as critical as creating basic learning systems is unlearning old and useless ideologies, theories and behaviors. As with individuals, organizations must unlearn past behaviors, theories, as well as operational and delivery systems in order to grow in tandem with the future (Prahalad, 1994). It is through these apparently conflicting learning systems that sustainable change can and does occur, in that learning occurs not only due to knowledge acquisition form outside the institution, but also due to the rearrangement of existing knowledge, the revision of previous knowledge structures, and the building and revision of organizational theories.

Organizations learn and unlearn as they improve their adaptability and efficiency during turbulent times (Dodgson, 1993). Learning and unlearning enables quicker and more effective responses to our complex and dynamic environment. Institutional learning therefore creates "learning systems" which increase information sharing, communication, understanding and the quality of the decisions made (Nevis, 1995).

However, if these learning systems are not focused, chaos sets in and any possibility of change ends. Dodgson (1993), Fiol and Lyles (1985) offer a practical solution suggesting that contextual factors such as structures, culture, the environment can be strategically addressed in order to influence organizational learning. Most of the literature in this field throughout the last ten years notes that strategy influences learning by providing a boundary to decision-making, and a context for the perception and interpretation of the environment (Huber, 1991).

Therefore processes for durable change can be accomplished through strategic planning and within a set of structures that encourage and facilitate change and learning. Fiol and Lyles (1985) encourage "organic" decentralized structures versus "mechanistic" and centralized ones. They have found that these latter structures promote fragmentation, do not support people thinking for themselves, and create organizations where individuals do not possess a picture of the whole. On the other hand, the decentralized structures encourage learning systems of open communication, shared learning, openness, reflectivity and acceptance of error. These structures empower all to make decisions that will benefit the entire organization thus forcing all involved to stay informed, increase their understanding of the whole institution and partake in the design of the vision and mission (Morgan, 1986).

In an organic decentralized learning organization the leader is not simply a decision-maker but also a teacher, a designer and a steward of change (Senge, 1991). This stewardship is based on the design of an institutional culture that will have a strong foundation purpose and core values with policies intended to fulfill the institutional mission. And the mission has been arrived at through strategic planning that has facilitated both individual and organizational learning (Stata, 1989).

Next Section: Strategic Planning – Creating the Vision for the Institution

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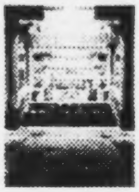

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Strategic Planning – Creating the Vision for the Institution

Effective strategic planning models are designed around the decisions that must be made in order to achieve institutional integrity. The strategic decision process should capitalize on the institutions strengths and abilities, should not be linear, and should establish frameworks for decision-making, communication, analysis of each step and overall evaluation (Mintzberg, 1994; Roueche, 1997; Rowley, 1997).

The primary decision an institution must make is defining its direction, its mission and functions. This institutional direction can easily be formulated through Key Performance Indicators (KPIs) which are the numbers an organization uses to assess the degree to which the institution is meeting its commitments. KPIs enable an institution to determine its effectiveness and efficiency, success or failure, growth or decline, as well as improvement or deterioration. Because they are essential, they form the basis for developing the institutional strategic decision-making process. By using KPIs, institutions can focus sharply on the most essential elements of success (Roueche, 1997).

Subsequently decisions need to be made in terms of the effect of the external environment on the institution's direction both presently and in the future; therefore an external environmental analysis of the political, economic, social and technological trends should take place. Concurrently an extensive internal environmental analysis of the institution's strengths and weaknesses should be conducted (Dolence, 1988; Dolence, 1993).

Based on these factors and through a brainstorming process the institutional strategies, goals, and objectives can begin to emerge, with widespread open communication and free exchange of ideas.

Institutional resources ought to be realigned with the new direction along with a framework for evaluation which will permit the institution's planning efforts to be aligned with its accomplishment through the attainment if the KPIs (Bowen, 1992; Dolence, 1989; Levine, 1980; McClenney, 1991; Rowley, 1997).

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The design of a strategic plan in a learning institution is a rather simple process composed of six clear steps. Strategic planning does not need to be a highly complicated process, rather the simpler it is the most communicable it is, thus the easiest for most, if not all, members of the institution to participate in. If the intent is to create an organic, decentralized learning institution that will encourage innovation, change and systemic transformation, a simple, yet efficient strategic planning process should be implemented.

Following is an uncomplicated list of the basic considerations and elements to be included in designing a strategic plan for change. These steps have been summarized and result from the strategic and organizational literature review previously mentioned.

Step one: Establish, define and stratify the Key Performance Indicators:

- Select those measures (numbers) that represent what the institution is doing
- Select the measurable future factors
- Select the institution's primary and secondary factors
- Frame strategies and evaluation (current factors vs. desired factors)

Step 2: Conduct an External Assessment - Environmental Scanning

- (A) Conduct an external analysis of the political, economic, cultural, demographic, social and technological trends. KPIs of this analysis should be established both by institutional shareholders and its stakeholders.
- (B) Conduct an analysis of the institutional collaborators, defining who they are and how do they collaborate with the institution. Again the KPIs of this analysis should be developed both by institutional shareholders and stakeholders.
- (C) Conduct an analysis of the institutional competitors (both direct and indirect) defining whom they are and how they compete with the institution. Once again, the KPIs for this analysis should be developed both by institutional

shareholders and stakeholders.

- (D) Conduct a cross-impact analysis with each step identifying the institutional opportunities or threats in relation to the KPIs.

Step 3: Conduct an Internal Environmental Assessment

(A) Identify the institutional strengths and weaknesses in:

(1) Academic programs – analyzing the academic programs themselves through program review, reviewing the academic infrastructure, and looking at student outcomes and satisfaction. An academic Master Plan should result from this analysis.
(2) Administrative Infrastructure – analyzing the institution's information systems, structures, core competencies and policy and procedures that hinder student learning and organizational learning and transformation
(3) Student Services – studying all functions such as recruitment, retention, student life, information services, financial services, learning services, and student development.
(4) Resources & Capacities – reviewing the physical plant, funding, resource development etc.

(B) Conduct an organizational analysis of current performance, productivity, benchmarks, policies and procedures
(C) Conduct an analysis of current strategies, goals, objectives and resources

Step 4: Conduct a Cross Impact Analysis of the Institutional External and Internal Assessment

The cross-impact analysis will measure the potential impact of external and internal factors on the institution's KPIs. This process builds institutional understanding and communication, developing insight into where the various institutional planning groups are in relation to the overall direction of the organization.

Step 5: Formulation of the Vision through the development of the Mission/Goals/Objectives and Strategies

At this point the formulation of the institution's vision and its mission should come very naturally. The vision of an organization provides the context for the path the institution needs to follow as it evolves. At the heart of the path is the purpose of the organization – its reason for existing. Strategic planning is the process for pathfinding, and pathfinding involves defining what an organization is about, where it is going, and what values it maintains as guidelines for making decisions, working with others, etc.

Through the strategic planning process the path is laid out with the cross impact analysis of the KPIs creating the cobble stones that will configure the institutional mission, its goals, objectives and strategies. Goals are normally three to five year milestones, while objectives are usually one-year measurable activities, and strategies are immediate implementation tools.

Step 6. Evaluation

An evaluation process should be incorporated insuring that each step of the process is analyzed and assessed on its impact on the institution's KPIs and the resulting impact on the vision and mission.

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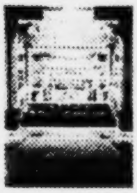

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The Institutional Vision

Transformation is on every college's necessary future and traditional models are no longer useful in responding to and building educational markets. A new type of institution is evolving to respond to an environment where competition is fast and loose. This new institution and the vision that will propel it into the next century must be created through the shared process of "visioning" (Alfred and Carter 1997; Allen, 1996; Bennis, 1997; Carter, 1996; Freiberg and Freiberg 1996; Fullen, 1991; Kanter, 1989; Weisbord, 1992).

Vision communicates the future state (i.e., what the institution wants to become). Vision answers the questions, "Where are we going?" "Where do we want to be in one year, or five or twenty years from now?" As the answers to these questions begin to flow, thus begins the transformation process, the change that calibrates an institution with its environment, the change that creates a new institution, the change that creates learning colleges, where teaching disappears and learning reappears (Aune, 1995; Barr and Tagg 1995).

In developing the vision for the contemporary community, one reality looms clear: colleges facing swift competitors and quality-conscious clients cannot afford to underestimate the depth and speed of change required to remain vital and stay ahead. Colleges will need to use the full impact of learning networks and technology to accommodate current and future learning needs and they will need to collaborate with other learning organizations in global virtual education networks (Alfred and Carter 1997; Barr and Tagg 1995; Dolence, 1996; O'Banion, 1995; O'Banion, 1996).

Visioning for the future will have to include the necessary movement away from structured competition. Our colleges will need to co-evolve with other organizations to deliver services to students – a process that will involve cooperation as well as conflict. Generating shared visions, forming alliances, negotiating deals, and managing complex relationships with new partners while simultaneously competing with them will all be part of this co-evolution (Alfred and Carter 1997).

It is useful to envision a different way of delivering education and the utilization of "strategic inflection points" – situations when forces and opportunities affecting a college increase significantly and are recognized and utilized through the strategic planning process (Alfred and Carter 1997; Bennis, 1997; Alfred and Carter, 1996)

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Success lies in recognizing and understanding events and changing conditions in the competitive environment and to act on those with the potential to reshape the institution towards effectiveness and efficiency. The focus at that time shifts from the past toward what is yet to come.

Richard Alfred and Patricia Carter's research (1997) suggests that there are three basic types of community colleges that are emerging with a fine balance between enhancing the present and "visioning" the future as they become "high-performing" institutions.

The ***Operational College*** is the first type they describe, where priority is on managing the present and ensuring that the future is consistent with the present. The vision of this type of college is to forego opportunities in some markets and to focus on its core competencies to attract a small but steady flow of students. This college is transforming by dropping under-enrolled programs, fine-tuning support services, and developing clear priorities about what it will or will not do.

The second type is *the Linear College*, where the organizational structure has been flattened and streamlined to a level where big decisions can be made at the contact point with students. Faculty and staff have been regrouped to where departments are integrated into cross-disciplinary divisions. The vision is on improving what presently exists by benchmarking and planning for a future that is an extension of, but not a radical departure from, the present.

The next type is the *Frame-Breaking College* where the focus is on the horizon to see what opportunities lie ahead. The vision is in creating the future through developing innovative delivery systems that place the college in new competitive arenas. Organizational structure and culture are radically changed; internal walls and silos no longer exist and a host of new partnerships are developed to tap energy from other organizations.

Which approach is better, managing the present through core competencies, extending the present into the future through linear change, or creating a different future? Organizational theory has demonstrated that a balance needs to exist between continuity and creating the future through constant innovation (Blanchard, 1996)]. Community colleges therefore will need to embrace multiple dimensions of change to be successful in the future. Alfred and Carter conclude that *high performing community colleges* will be those "that are capable of working effectively on incremental change while simultaneously creating revolutionary change and learning from both experiences" (1997(a): 43). Their "high performing colleges" will allow different dimensions of change to coexist, thereby providing considerable latitude for development. The researchers firmly believe that these types of colleges eventually become very comfortable with paradox and ambiguity

Institutional acceptance of ambiguity and paradox is a critical factor in the success of the transformation process. Accepting change and the chaos it brings with it as a natural phenomenon enables those within the institution to shift their paradigms, theories and structures with greater comfort. These shifts inevitably bring forward new organizational models of service revolving around those the institution serves, namely the students (Denison, 1996). The natural evolution from the Industrial Age organizational models of the centralized, single-structure institutions with delivery based on the existence of programs and services, to the decentralized multiple structure institutions of tomorrow with the student/learner's needs at their core, will therefore be more easily embraced (Alfred and Carter 1997; Denison, 1996).

In addition, colleges operating within the decentralized model will focus on understanding evolving markets and develop distinctive programs and services through the creative management of what Alfred and Carter call "white space" (1997 (a): 44). "White space" is the new areas of growth that fall between organizational units because they do not naturally match the skills of faculty and staff or do not fall under the jurisdiction of an existing department or service. The colleges of the future will maintain porous boundaries and use decentralized structures and cross-functional processes to deliver programs and services and will be focused on the learner having shifted from the "teaching paradigm" to the "learning paradigm" (Barr and Tagg, 1995; O'Banion, 1995; O'Banion, 1996). The teaching paradigm has a specific methodology that determines the boundary of what colleges can do, while the learning paradigm's boundaries are the student's learning and success. These boundaries are set through the anticipation of the learners'needs and with the speed that the colleges respond to these needs in relation to other providers. Speed and customization have become the guiding principles for the survival of contemporary community.

Alfred and Carter (1997) believe that as attention to "white space" increases, so, too, will the efforts at innovation, transformation and most importantly the response to the student's needs. In such an environment, faculty, staff, administrators and students will gather from different units in temporary teams to conceive new organizational and educational delivery systems. The use of "white space" will become an increasingly important part of the future of community colleges and a key to transformation. It will be the glue that will hold together decentralized institutions (Carter & Alfred, 1996; Alfred & Carter, 1997; Denison, 1996; Dolence, 1996).

Transformed community colleges will feature the perspective that the students instead of faculty, staff and administrators define the institutional values. Consequently, the motivating force in designing and delivering programs and services will not be internal staff, but external demands through feedback and input from the learners. This focus will require a structure that provides a mechanism for continually conveying information about student needs to faculty and staff throughout the organization (Alfred & Carter, 1997; Barr and Tagg 1995; Dolence, 1996; O'Banion, 1995; O'Banion, 1996).

Alfred and Carter's research points out that colleges that have worked to minimize (or eliminate) hierarchy, long chains of command, and complex decision processes involving staff differentiated into programs and departments have the best chance of systemic organizational change. They emphasize the demonstrated success of network organizations and the need for interaction with outside organizations in innovative and aggressive ways. When organizational units affiliate with external organizations in fluid combinations that are mutually supportive and respond to and anticipate the needs of the marketplace, success is but guaranteed. These principles have served corporate America well, with demonstrated success for those businesses that have embrace them. It is now up to institutions of higher learning to follow suit (Bennis, 1997; Blanchard, 1996; Bolman and Deal, 1984; Denison, 1996; Dodgson, 1993; Freiberg, 1996; Gouillart, 1995; Hammer and Champy, 1993; Marshall, 1995; Morgan, 1986; Nevis, 1995; Rifkin, 1995; Willms, 1996).

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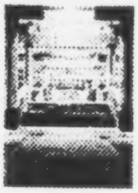

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Leadership and High Performing Colleges

Leadership remains an ephemeral concept. Researchers continue to struggle to find a universal and comprehensive definition of when, where, how and under what circumstances leadership occurs (Lincoln, 1995).

Early research theories focused on trait theories, the characteristics of "great men" acknowledged to be leaders; then came the second generation of leadership theories which focused on power and influence; the third generation of leadership studies focused on behavioral theories, emphasizing leader performance (Bimbaum, 1989). Lately biographical, autobiographical and ethnographic studies are providing distinct profiles of leaders and leadership in an attempt to find common denominators.

The last decade has now produced a body of thinking that stresses leadership as an interactive process between leaders and followers. Thus, the personal traits of the leader become less important than the complex interrelations between leaders, followers and the resulting effects of those interactions. Bimbaum's 1992 study of leadership at 32 colleges and universities revealed that contemporary higher education institutions do not depend on a single omniscient leader. Colleges and universities have histories, cultures, traditions and identities that precede and outlive their leaders, and most do not undertake radical transformation with every new president. Hence, if leadership is not the exclusive property of a single person, then who is leading the American institutions of higher learning? Bensimon and Neuman contend that in contemporary higher education teams of leaders are at the helm of leadership (Bensimon and Newman, 1993). They point out that working in teams enables leaders to see the institution from many different perspectives and therefore to use a wider variety of approaches and strategies in resolving conflict and in moving the institution forward. Another argument for the contemporary dispersion of leadership is that in sharing their power, leaders broaden their support base, obtain buy-in by empowering others and thus ensure the long lasting implementation of their ideology.

Contemporary community college administrators are now advancing their goals and objectives in teams if not by choice, by legislated mandates. Several states in the Nation have enacted laws and regulations requiring "shared governance" mechanisms in their community college system. At first, many managers balked at the mandate but as time has passed many

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have seen the benefits in team decision making. While the application of the concept of "shared governance" continues to require refinement, the concept of distributive leadership is a sound one. Effective teams work collaboratively, represent a broad cross-section of the institution and bring different perspectives to bear on the team's decisions (Green, 1994) Yet there is an art in leading groups and in the empowerment of their members.

Team leadership requires the ability to listen to others, understand them and value their viewpoints. It requires establishing trust, first by trusting others and then by honestly valuing diverse opinions. It requires leading by giving up control (Green, 1994)

Models of participatory leadership also have moved to center stage in both the corporate sector and the political arena. As the conditions for leadership in different contexts change dramatically, notions of how leaders lead and what makes them successful are changing as well. The environment for political, corporate or academic leadership is becoming increasingly complex.

> Corporate leadership used to be so simple. You had it, or you didn't. It was in the cut of your job. And if you had it, you certainly didn't share it... Then of course the world turned upside down. Global competition wrecked stable markets and whole industries. Information technology created ad hoc networks of power within corporations.... Call it whatever you like: post-heroic leadership, servant leadership, distributed leadership, or to suggest a tag, virtual leadership. But don't dismiss it as just another touchy-feely flavor of the month. It's real, it's radical, and it's challenging to the very definition of corporate leadership for the 21st century (Huey, 1994).

Futurists agree that the current administrative and operational structures both, in corporations and in higher education, were designed in response to an industrial era in which access to information was limited, technological innovation was gradual, mass production was valued, and government funding was plentiful (Dolence, 1996; Hammeand Champy, 1993)

Now days leaders will, by necessity, be knowledge navigators, experts in not one domain but in a multitude of domains, and their unique leadership characteristic will be how well they handle themselves and their followers in the field of accessible knowledge.

Gardner's definition of leaders as "persons who, by word and/or personal example markedly influence the behavior, thoughts and/or feelings of a significant number of their fellow human beings (here termed followers or audience members)" (Gardner, 1995), no doubt will transcend as the contemporary definition of leadership. No matter what type of leadership attributes are attach to a person, his or her ability to influence *a significant number of their fellow human beings* remains a universal outcome of leadership.

The study of contemporary leadership shows that the restructuring of corporations has dispersed responsibility and leadership while empowering the workers (Bennis, 1997; Bolman and Deal, 1984; Burns, 1978; Freiberg and Freiberg, 1996; Gardner, 1990; Green, 1994; Kanter, 1989; Marshall, 1995; Senge, 1991; Stata, 1989; Wheatley, 1992). Hierarchies in corporate America are moving out while participation is moving in. In the realm of politics, a similar surge of change in leadership style is occurring as a result the lack of national consensus and the public's refusal to perpetuate the "great-men" mystique (Green, 1994). This is clearly demonstrated by the treatment of political leaders by the public, by other leaders and of course by the press everyone is fair game, and rudeness has become a way of life (Grove, 1994).

The loss of the mystique for leaders permeates across boundaries. Corporate, religious, political and education leaders are subjected to endless criticism by constituent groups and of course the press. They are reproached for either exercising too much leadership, or for lacking leadership, for having a singular vision in times of shared responsibilities, or for lacking a strongly defined message, for being too strong or for being too weak.

What is becoming crystal clear, however, is that to succeed, leaders need to fundamentally embrace the interactive nature of their relationship to their followers as a fluid process, changing and transitioning in immediate response to situational factors. This interrelationship is grounded on how leaders respond to a given situation and their follower's perception and acceptance of the leader's response. Effective leadership is therefore currently being defined as a combination of different behaviors suggesting that it is "a social attribution that permits people to make sense of an equivocal fluid and complex world" (Bensimon, 1989).

Yet people do want heroes. People do want leaders to help them understand the complexities of every day life, they do want someone they can follow and believe in, someone they can look up to, respect and trust, someone whose power resides in his or her ability to influence without perceived authority.

Leadership in a discordant society requires different ways of thinking about leadership and a more sophisticated set of these elusive "leadership skills." Required is a great amount of finesse, patience, thick skin and a core belief in the empowerment of others.

Successful leaders engage with others in such a way that together raise one another to higher levels of motivation and morality (Astin and Leland, 1991; Bensimon, 1991; Bensimon, 1993 ; Birnbaum, 1992 ; Green, 1994; Gardner, 1995). They must first and foremost understand their followers. This understanding is crucial for the leader in that it facilitates the process of movement by the followers towards the "object of their joint quest" (Wills, 1994).

Leaders of the past had an easier role in that they would set forth their "stories" as Gardner (1995) describes, and the ready audience would follow. However, contemporary leaders have a more difficult and challenging task. They must fully understand the needs, goals and dreams of their followers and then persuade their audience on the audience's own terms, rather than on their personal terms. The successful marriage of a leader's vision with that of her followers is at the heart of the partnership leaders have to create a vision.

Partnerships, however, require sharing, not mandating. In these partnerships, leaders must sometimes be followers. Sometimes they must deliberately share their power with others by delegating it or by truly giving it away. John Gardener (1990) indicates that for leaders to function in the complex world of today, they need critically important skills that involve agreement building, networking, and the exercise of non jurisdictional power and institution building. These skills appear to be rather well suited for the temperament and upbringing women have, and the last decade has seen a remarkable increase of women entering and succeeding in the management arena.

Helen Astin and Carole Leland's study (1991) demonstrated that virtually all of the women in the study conceive leadership as a process of "working with people and through people" (p. 157). Estela Bensimon (1991) in rethinking, from a feminist point of view, her earlier study of leadership, concluded how inherently "women as a group, tend to define their identity in the terms of relationships, as opposed to men, who define their identity in terms of separation" (p. 149).

A basic premise of feminist leadership theory is that women experience the social world differently than men do and that this translates into a particular epistemology and by necessity a different ethic (Donovan, 1990). However much of the traditional research and discourse on leadership, with some noted exceptions, has not had a focus on gender. The emphasis on formal organization has centered on groups who have been routinely managed by white, Anglo-Saxon males, and as a result the research has centered around the social and class preoccupation of that group (Lincoln, 1995).

Until a formal critical research agenda on leadership is fully instituted the limited studies on gender influences on leadership can not provide conclusive evidence. However, the inherent abilities that women bring to the leadership tapestry should not be ignored. Managing disharmony, diversity and chaos requires subtlety, courage, and the self-discipline to submerge one's own ego in the service of the greater good. If leadership means a process of change then those who understand the antecedents of activism and passionate commitment for the good of society are indeed in a strong leadership position (Astin, 1991).

In conclusion, if the essential function of leadership is to build an organization's culture and shape its evolution, leaders who foster systems thinking and systems dynamics to facilitate both individual and organizational thinking will succeed (Stata, 1989). Therefore, a successful learning institution will have a leader (or leaders) who guide individuals in restructuring their theories and ideologies by identifying and challenging prevailing mental models and fundamental assumptions. Morgan (1986) and Grantham (1993) suggest that successful leaders are those who encourage the exploration of multiple viewpoints to any problem through dialogue and discussion, thus creating a veritable learning organization.

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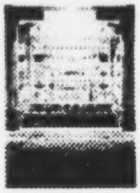

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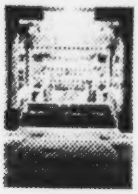

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III. The use of the World Wide Web as a Tool to Access Information

Historical Perspective

The study of information systems, namely the Web, on organizational learning and transformation begins with a historical perspective of the development of such a system. This perspective is clearly captured by Andy Carvin from EdWeb (and the reader is encouraged to browse through it(EdWeb.sdsu.edu).

Carvin believes that hypertext was first conceived of nearly 50 years ago when futurist Vannevar Bush published in 1945 an article entitled *As We May Think* in the July issue of The Atlantic Monthly and he predicted the invention of a curious device known as Memex (or Memory Extender). Memex was described a data storage device "in which an individual stores all his books, records, and communications, and which is mechanized so that it may be consulted with exceeding speed and flexibility."

Electronic "links" would allow the Memex user to connect different points of information together, so he or she could go from one page to another, or from one part of the world to another. The user of the Memex could link together anything at will since there would be no protocol, just the links themselves.

Carver writes that in the years that followed Vannevar Bush's seminal depiction of this non-linear world to come, Ted Nelson lead the charge into hypertextual exploration using computers. It was Nelson who coined the word hypertext in the early 1960s, as he articulated a vision of a society where on-line, hypertext documents would become as common as books or magazines are today. Subsequently, with the advent of digital technology and its high capacity of data storage infinite amounts of hypertext information could be kept.

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> As hypertext's non-linear architecture becomes more popular and mundane in non-scientific circles - as is now becoming the case with the Web - a whole new cultural attitude will develop in the worlds of reading, writing and publishing (Andy Carvin, EdWeb 1997).

A critical element to the success of the Web has been the standard generalized markup language for the Web created by teams of researchers at CERN and MIT and designed to alleviate any problem of incompatibility amongst computers worldwide. This standard, known as HTML (Hypertext Markup Language), is a basic set of codes that can be added to any regular text.

Some individuals still believe that the World Wide Web is only a passing fad, yet the current practice speaks to the contrary. One only has to open any newspaper or popular magazine and Web addresses for any product, movies, articles, opinion pieces etc. are readily available. It is logical to assume that as individuals, businesses, corporations, entertainment giants, economic, religious, medical and educational institutions begin to explore the Web and publish their own electronic products and information systems the Web's utilization will only but increase.

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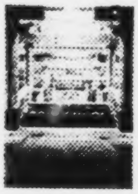

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The Use of the World Wide Web Today and Tomorrow

Today the World Wide Web remains a powerful information learning system. It is estimated that currently there are 35 million Internet users, compared to 28 million last year and 9 million in 1995 (npd.com).

As the Web technology improves and the traffic and utilization increases, users, in particular advertisers and researchers, seek accurate means of monitoring and analyzing the utilization of this information system. As a result, on July of 1995, Media Metrix' NPD Group launched PC Meter a service that provides the only unduplicated audience exposure and demographics of Web utilization in the nation (npd.com). The NPD Group is the seventh largest market research firm in the United States with international affiliations in Canada, Europe, Latin America, Australia and Asia.

Developed by NPD's in house research and development teams, PC Meter is a special software application, which passively monitors user activity on a PC. NPD has installed the PC Meter in a nationally representative sample of households across the nation so that activity monitored on these PCs can be projected to reflect the national behavior. In addition to measuring traffic on the Web, PC Meter profiles detailed information about consumers and their activity. PC Meter also measures which software applications are used, by day and time and by demographics. Subscribers to the service receive quarterly analyses providing an overview of the quarter's results plus in-depth studies on topics of interest, which vary with every publication. The service is designed so that advertisers and researchers can have the strategic information that will enable them to reach the growing number of consumers with computers in their homes. In addition to advertising agencies, subscribers include, a variety of companies such as Intellecast, Microsoft, NBC and several research institutions.

PC Meter's research has shown that the compounded annual growth of Internet users for the next year to be of 54% and that more than 150 million people will use the Internet by the year 2000. They have assessed that business users of the Web spend almost two thirds more time on the Web than home users. The research also shows that the great majority of users spend most of the time at a PC in a single application thus offering basic information for the development of software applications.

Their research indicates that Internet adoption is happening faster than any other media did and has become the next mass medium. It took radio 38 years to reach 50 million, 13 years for television, 10 years for cable and 5 years for the Internet.

Morgan Stanley, a global financial services company reported that the number of Fortune 500 companies with a Web presence increased from 175 at the beginning of 1996 to nearly 400 at the beginning of 1997. This represents an increase from 35% to 80% penetration which is an important barometer for how quickly the Web is becoming a mainstream channel for major corporations' marketing, communication and business transactions (ms.com/96annual).

PC Meter and Morgan Stanley estimate that there were 167 million PC users worldwide by the end of 1996 and expect an increase of approximately 84 million in 1997 for a total of 251 million. Their estimates indicate that 28 million of all PC users had Web access in 1996 and they predict that 157 million PC users will have Web access by the end of 1997.

PC Meter also tracks the Web sites that are most frequented or utilized. In 1996 the top ten Web sites consisted nearly exclusively of Web tools, such as search engines, and sites that serve as default home pages for commercial on-line services, browsers and Internet Service Providers (ISPs). Five content-driven sites had appearances in the top ten at different times during the year. The were the University of Michigan (www.umic.edu), the University of Illinois, Urbana-Champaign (www.uiuc.com); Playboy and two sites offering free personal home pages (Webcom and GeoCities). It is of particular interest to note that two of the sites are institutions of higher learning offering content driven information to the education community and the public at large. Of even further interest is the fact that the University of Michigan site contains the Web page for the Consortium of Community College Development as well as the Society of College and University Planning page on transforming higher education.

This fact should not be of great surprise to anyone, in that it was the researchers and students at universities that first developed and launched the Internet. University researchers are already looking to the expansion of this technology mostly due to the great demand of information that is now housed in the Internet. Volumes of new information are being added to the Internet daily, if not hourly. For example, Microsoft adds 500 MB of information to its Web site every day, a quantity that equates to an entire CD-ROM full of information (www.microsoft.com). In this dynamic learning environment, which is expanding at exponential rates, the traditional means by which individuals acquire knowledge and gather information are changing just as rapidly.

The Chronicle of Higher Education reported on May 21, 1997 that 35 research universities will be added to the National Science Foundation's high-speed computer network project "Internet 2" aimed at developing and improved Internet for a variety of academic uses. This brings the total number of universities to 64 that will be connected to what is called the "Very High

Speed Backbone Network Service (vBNS)." This network is considerably faster than the conventional Internet carrying information as fast as 622 million bits per seconds (the fastest portions of the existing network transmit about 50 million bits per second). The goal of the project is to connect the top 100 research institutions in the nation.

Paralleling these new developments is the evaluation of current practices in the global market. The United States government has now prepared a strategy to help accelerate the growth of global commerce across the Internet. Under the leadership of Vice President Gore, an interagency working group on Electronic Commerce has prepared a Framework for Global Electronic Commerce. This Framework establishes a set of principles to guide policy development, outlines the Administration's positions on electronic commerce and provides a road map for international negotiations as well as identifying the government agencies that will take the lead in implementing this change (www.aacc.nche.edu).

The study all of these technological, economical and political developments also calls for the evaluation of our educational delivery system. Traditionally education has been very dependent on time and place, yet with new information technologies such as the Web, learning can occur not only in a student's library carrel, but also at home, at another college, at work, in another town, another city, another country etc. The Web technology has completely transformed the nature of the student body.

Next Section: Influence of Technology Information Systems on Learning

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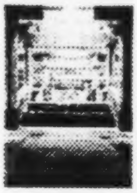

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Influence of Technology Information Systems on Learning

The influence of technology on learning has been well documented in relation to the traditional technological methodologies, namely computer-based and/or distances learning (televised instruction), yet no much has been written on the influence of information systems such as the Web on learning.

How do organizations utilize the Web or any other technological information system to gather information and make decisions based on the information found is a field in organizational theory yet to be explored. Dogson (1993) states that researchers in organizational theory have been rather slow in addressing technological information systems and their influence in the field.

Brown and Duguid (1991) make a passing mention of the influence of technological information systems on organizational learning suggesting that further research on this field will have to take place. Grantham (1993) states that technology can be used to clarify assumptions, speed up communication, elicit tacit knowledge, and construct histories of insights and catalogue them, thus enabling organizational transformation.

All researchers do acknowledge that the influence of information systems is two fold: (1) direct influence affecting structure and environment and (2) indirect influence affecting attitudes and beliefs (Brown and Duguid, 1991; Dodgson, 1993; Mason, 1993; Zuboff, 1988).

Information systems flatten the structure of an organization by promoting dissemination of information to all members of the institution, thus creating a well-informed *learning* organization. Through these information systems the institution becomes more knowledgeable, decentralized, flexible, and systematized. Increased availability of information helps members share information thereby increasing learning all around. Computer communication systems not only automate but they "informate" the institution (Zuboff, 1988).

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The Web in particular has the possibility of generating new streams of information thereby expanding knowledge beyond the initial contact point. In an informed organization, the locus of control then shifts from managers to workers, who are now empowered with information. Knowledge in this context becomes the institution's core asset (www.learner. org/content).

Strategic applications of information systems for knowledge acquisition can take two forms: capabilities for assimilating knowledge from outside the institution (such as competitors or environmental scanning for planning purposes) and capabilities for creating new knowledge from the reinterpretation and reformulation of exiting theories and assumptions based on newly acquired information (Mason, 1993).

New computer-mediated communication information systems such as electronic mail, bulletin boards, computerized conferencing systems, electronic meeting systems, document delivery systems and the Web have been shown to increase participation in decision-making and result in better quality decisions since decisions are made by consensus and not domination (Hiltz, 1993).

These collaborative systems allow the creation of social and professional networks of members sharing theories, ideas, propositions, innovations etc. They not only provide information but they allow for feedback, collaboration and virtual dialogue. This environment allows for not only better access to information but also to better understanding and interpretation of said information (www.learner. org/content).

The Web enables all users to link and share multimedia, audio and video information and promotes organizational learning and knowledge dissemination (Gershman, 1993). The use of the Web provides the ability to link large numbers of information units in a dynamic manner, thus enabling users to recognize, understand, define, investigate, evaluate and solve problems either alone or in groups (Turoff, 1991). This latter concept is easily understood when one considers that at times an organizational unit may be in search of information and does not know how to access it, while another unit has such information yet does not need it nor does it know who might need it. The Web offers the possibility of exchange of said information serving as an online yellow pages service (EdWeb sdsu.edu).

Organizational learning takes place when those within it interpret the information they receive and apply it (Huber, 1991). With an ever-changing environment it is not surprising that most institutions are faced with uncertainty and ambiguity. However this uncertainty can be reduced tremendously through the process of accessing information, sharing it, discussing it and growing from it. Through the use of the Web discovery and discussions can take place enabling users to collaborate across time and distance. Of particular interest is the fact that information systems such as the Web can support not only the storage and retrieval of information used to make decisions but also the process itself and the outcomes (monash.edu.au). Senge (1991) speaks of how information systems can help in the establishment of learning laboratories, which can be small-scale models of real-life settings used by management teams to solve critical problems.

In addition, most organizations and institutions of higher learning have in place automated information systems that provide them with "hard" data such as budget, population analysis, inventory control systems, administrative systems etc. However very few institutions have systems that capture "soft" data. Brown (1991) states that the ideas and theories generated by the employees of an organization rarely get recorded or shared beyond the work unit where the employee resides. He urges the storing of such ideologies, experiences and narratives in electronic format so that greater organizational learning can take place. Brown reports on the research efforts at Xerox 's Palo Alto Research Center to capture such collective knowledge created by communities of practice.

Web-based systems have the capability of managing organizational memory and organize it in a manageable format for use by all members of the institution. These hypermedia-based information systems have great application with areas that deal with large, complex, highly connected and cross-referenced bodies of information due to its malleability, fluidity and adaptability (Balasubramanian, 1994). Research on the use of these systems indicates that they can store and retrieve vast amounts of organizational knowledge and with the use of modern access facilities such as navigation, queries and personalized pathways this information is at the fingertips of all members of the institution thus paving the way for any type of transformation (Brown, 1991; Gates, 1996; Gershman, 1993; Grantham, 1993; Hiltz, 1993; Mason, 1993; Morton, 1991; Quinn, 1992; Turoff, 1991; Zuboff, 1988).

Web sites are finally now established and designed to bring about scholarly dialogue on the effects of the Web on learning systems. EJVC is a peer-reviewed journal dedicated to scholarly research and discussion of all aspects of computer-mediated human experience, behavior, action and interaction (monash.edu.au). The Resource

Center for Cyberculture Studies is an online, not-for-profit organization whose purpose is to research, study, teach, support and create diverse and dynamic elements of cyberculture (otal.umd.edu). The Annenberg CPB project "Learning On Line" sponsored a program of seven projects in 1990 to develop and institutionalized "new pathways to a degree" for students wishing to obtain degrees of higher education off-campus (www.learner. org/content). Three years into the program the Director was asked to lead a retreat on technology and "new paths to a degree" for the Miracopa Community College District in Arizona technologically delivered education and its evaluation became the central focus of interest. As a result the "Flashlight" project was created and subsequently funded to develop a set of evaluative factors that the Community Colleges of Miracopa as well as all the other institutions participating in the "Learner Online" project (www.learner.org/content/ed/strat/eval/). Another very interesting web site is EdWeb, which offers an exploration of the worlds of educational reform and information technology (EdWeb.sdsu.edu). Offering evaluation reports on virtual space learning are various interesting web sites: (elec.gla.ac.uk/tltsn/evaluation) links to evaluation resources – (elec.gla.ac.uk/tltsn/case1) links to case studies of evaluation – (english.ttu.edu) links to evaluation systems of technology based work . Finally, CAUSE the association for managing and using information resources in higher education has a strong resource Web site (cause.org), and Internet Institute offers a wide range of services including research in the field of Web-based learning (net-inst.com).

In addition, national organizations and associations are now providing discussion forums for its subscribers on the effects of technology on learning and the new methodologies that practitioners are having to adopt to address the multiple learning styles of cyberspace and distance learners. Some of the most worthwhile forums are: C-EdRes which provides a moderated forum for posting of educational resources on the web (Edres-L@listerv.unb.ca); AAHE offering a moderated forum for information sharing on issues and topics of technology-based education (aahesgit@list.cren.net); Online-Ed provides a moderated electronic forum of current activities in online education with emphasis on the Web, offering articles from leaders in the field (mailserv@unimelb.edu.au); SCUP (Society of College and University Planning) offers a subscription service for members of their newsletter and information on transforming higher education initiatives (SCUP@umich.edu).

All of these bodies of literature and information agree that changes in the organization of learning are eminent. These changes come in three distinct fields. The first are the changes in teaching and learning practices. The second are the changes in organizational structures to create systems to support the study and awarding of degrees to off-campus learners. The third and probably the most complex is the change in the roles of the faculty.

The research posted on these web-sites and listservs agrees that the teaching and learning practices of cyberspace users fosters greater engagement in learning and more productive time on task. Although all conclude that this field of research is just beginning and thus needs further study prior to reaching any final conclusions, the consensus is that off-campus learners function and learn at higher levels than initially expected. They conclude that these results are due to the fact that cyberspace learners are continually engaged in "project-based learning, collaborative learning, learning at paces and times of the student's choosing, continuous improvement of a piece of their work, and improved student-faculty and student-student interaction and enhanced feedback."

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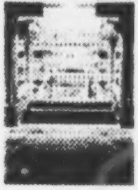

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Annotated Bibliographies of Contemporary Research On Transformational Change

Welcome to the cyberspace gateway into the annotated bibliographies. For your convenience this gateway has been organized in alphabetical order in relation to the citations used in the document that sets forth the considerations for community college transformation. You are welcome to go through all the citations, however, we recommend you browse through the document itself in order to select the citation you are the most interested in.

The following annotated bibliographies are for your use as you research the multiple elements in the field of transformation. In order to keep this bibliography current and responsive to the needs of community college educators we need your input. Please add to this bibliography by posting your annotations of books, articles, monographs, essays etc. that you believe we can all profit from.

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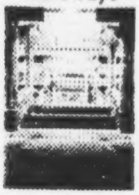

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AGB (1996). **Ten Policy Issues for Higher Education. Washington, D.C., Association of Governing Boards of Universities and Colleges.**

The report presents the ten top policy issues in American Higher Education. The ten issues are: (1) Cost containment and productivity; (2) Affirmative Action; (3) Student Financial Aid; (4) Governance and privatization; (5) Federal tax debate; (6) Economic development; (7) Federal research issues of funding; (8) Distance learning and technology; (9) Campus climate; (10) Regulatory accountability relief.

Albright, B. N. (1997). **Of Carrots and Sticks and State Budgets. Journal - Association of Governing Boards of Universities and Colleges(AGB). Vol. 2: pages 18-23.**

Describes how several States are using rewards and incentives to entice public institutions to improve quality and meet long-term goals, and asks if performance funding is the wave of the future for Higher Education institutions.

Alfred, R. L. and P. Carter (1997). **Out of the Box: Strategies for Building High Performing Colleges. Community College Journal. Vol.67: pages 41-47.**

The authors call for a new generation of colleges organized around processes not department, with horizontal lines of decision-making and authority, with all staff considered professional and with shared responsibility in the institutional outcomes, with no walls or buildings to deliver instruction, and college revenues dependent on how much students learned and earned upon departure from the college.

Alfred, R. L. and P. N. Carter (1997). **New Colleges for a New Century: Organizational change and Development in Community Colleges. Higher Education Handbook of Theory and Research. New York, Agathon Press.**

The authors describe the various organizational development theories of change in community colleges

Alfred, R. L. and P. N. Carter (1996). **Inside Track to the Future. Community College Journal. February/March: pages 10-19.**

The authors explore the key issues facing community colleges as they enter the new century

Allen, K. E. (1996). "Working Toward Transformational Leadership in Higher Education." About Campus July/August: pp.11-15.

A reflection on James McGregor Burn's concepts of transformational leadership. Burns is a historian and biographer of US presidents and winner of the Pulitzer Prize for his book LEADERSHIP in 1978. In his work Burns became the first leadership theorist to suggest that there is a moral content to leadership and HE INTRODUCED THE TERM TRANSFORMATIONAL LEADERSHIP to describe the leadership that transforms followers into leaders and leaders into moral change agents. This article covers the element of transformational leadership and an interview with Burns.

Angelo, T. A. (1993). "A Teacher's Dozen - Fourteen General Research-Based Principles for Improving Higher Learning." American Association of Higher Education Bulletin Vol. 3(April): pp. 3-13.

Twelve principles of good teaching in higher education: (1) Active learning is more effective than passive learning; (2) Learning requires focused attention and awareness of the importance of what is learned; (3) Learning is more effective and efficient when learners have explicit, reasonable, positive goals and when their goals fit well with the teacher's goals; (4)To be remembered, new information must be meaningfully connected to prior knowledge, and it must first be remembered in order to be learned; (5) Unlearning what is already known is often more difficult than learning new information; (6) Information organized in personally meaningful ways is more likely to be retained, learned and used; (7) Learners need feedback on their learning early and often to learn well and to become independent they need to learn how to give themselves feedback; (8) The ways in which learners are assessed affects the way they study and learn; (9) Mastering a skill or body of knowledge takes great amounts of time; (10) Learning to transfer previous knowledge or skills to new contexts requires practice; (11) High expectations encourage high achievement; (12) To be most effective teachers need to balance levels of intellectual challenge and instructional support.

Anzaldua, G. (1987). Borderlands - La Frontera - The New Mestiza. San Francisco, California, Aunt Lute Book Company.

Writes about her childhood along the Texas-Mexico border, in prose and poetry describe the experience of being caught between two cultures and alien to both.

Argyris, C. and D. A. Schon (1978). Organizational Learning: A Theory of Action Perspective. Reading, MA, Addison-Wesley.

The authors describe the basic principles of becoming a learning organization

Astin, A. (1993). **Diversity and Multiculturalism on the Classroom - How are Students Affected? Change: pp. 44-48.**

Study that quantifies the emphasis of diversity and multiculturalism : Institutional- faculty and students. Result: Effects of emphasizing multiculturalism in colleges is positive - "The findings present a clear -cut pattern: emphasizing diversity either as a matter of institutional policy or in faculty research and teaching as well as providing students with curricular and extra curricular opportunities to confront racial and multicultural issues, are all associated with widespread beneficial effects on a student's cognitive and affective development...... especially increased cultural awareness, increased satisfaction in most areas of college experience and with increase commitment to promoting racial understanding" (p.47)

Astin, A. (1993). **What Matters in College? Four Critical Years Revisited. San Francisco, California, Jossey-Bass.**

This book describes the issues "what matters" in college in terms of success performance standards. Provides a thorough review of the numerous issues that affect student performance in college.

Astin, H. (1985). **Providing Incentives for Teaching Underprepared Students. Educational Record - American Council on Education: pp. 26-29.**

In an attempt to improve instruction the author offers an reward system for University faculty: (1) reward extra work; (2) reward teaching productivity; (3) diversify the faculty's role (faculty contracts should reflect a variety of assignments for which they would be rewarded : teaching or research or advisement etc.); (4) strengthen faculty development programs; (5) encourage multidisciplinary research and teaching and (6) foster affirmative action

Astin, H. S. (1996). **"Leadership for Social Change." About Campus July/August: pp. 4-10.**

Describes the student leadership program for social change that celebrated both individuality and collaboration. The program focuses on developing leaders through focus in: personal values (consciousness of self, congruence and commitment), group values (collaboration, common purpose, controversy with civility) community values (citizenship), and an interactive model of how all these values work together.

Astin, H. S. and C. Leland (1991). **Women of Influence. Women of Vision. San Francisco, California, Jossey-Bass.**

A study of women leaders and of leadership through empowerment and collective action. A study of women leaders that offers an opportunity to enhance knowledge and behavior involved in transformational leadership and specifically empowerment.

Aune, B. P. (1995). **"The Human Dimension of Organizational Change." The Review of Higher Education Vol. 18(No.2): pp.149-173.**

Describes a study that analyzed the various human elements involved in organizational change. The author bases her basic assumptions on Michael Fullen's assertion that an administrator's conceptual understanding of the change process is the most important factor in affecting change. The author asserts that "dealing effectively with the implementation of educational change involves more than anything else a way of thinking a feel for the change process." The author concludes that it is impossible to reduce the complex change process to a neat set of rational guidelines in that change is not only rational but also affective.

Balasubramanian, V. (1994). **"Hypermedia: An Applications Perspective." The X Journal (May-June): pages 52-58.**

This article describes the benefits of hypermedia in organizational theory

Barr, R. and J. Tagg (1995). **From Teaching to Learning. Change. Volume 27, Number 6: pp.12-25.**

Our current paradigm of colleges known as teaching institutions must change if we are to meet the needs of the students of the future. The new paradigm must be one of "learning" where the learning process is at the core instead of teaching.

Bartholomae and Petrosky (1996). **Paulo Freire - The "Banking" Concept of Education. Ways of Reading, Bedford: pp. 211-226.**

Freire's concept of banking: education is an act of depositing in which the students are the depositories and the teachers make the deposit

Bennis, W. and P. W. Biederman (1997). **Organizing Genius - The Secret of Creative Collaboration. Reading, Massachusetts, Addison-Wesley Publishing Company Inc.**

America's most respected leadership expert teams with a veteran journalist to explore the forces that foster creative collaboration. The book analyses six histories of Great Groups - from the Manhattan Project to the teams that developed today's personal computers - and uncover the secrets of collective genius. All great groups, the authors conclude, aim to do more than fix a problem; they're out to change the world. The book captures the spirit of discovery. It also illuminates the roles of the Great Group Leaders play as gatherers of talent, sources of inspiration and the bridge to the outside world.

Bensimon, E., A. Neuman, et al. (1989). **Making Sense of Administrative Leadership: The "L" Word in Higher Education. Washington, D.C., ASHE-ERIC Higher Education Reports.**

Provides several very interesting and enlightening leadership profiles of college presidents. The author then proceeds to present a set of conclusions about leadership based on the profiles studied.

Bensimon, E. M. (1991). **"A Feminist Interpretation of Presidents' Defenitions of Leadership." Peabody Journal of Education(The George Peabody College For Teachers): pages 143-156.**

A feminist review of the author's previous study of leadership (1989) now seen through feminist theory.

Bensimon, E. M. and A. Neumann (1993). **Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education. Baltimore, The John Hopkins University Press.**

A description of distributive leadership through the creation of leadership teams that will affect change in a consensus environment.

Birnbaum, R. (1988). **"Consistency and Diversity in the Goals of Campus Leaders." Review of Higher Education Vol. 12: pages 17-30.**

Provides a list of leadership characteristics for leader who wish to lead in a divers environment with successful models.

Birnbaum, R. (1989). **"The Implicit Leadership Theories of College and University Presidents." Review of Higher Education Vol. 12: pages 125-136.**

This article lists all the research theories of leadership

Birnbaum, R. (1992). **How Academic Leadership Works: Understanding Successes and Failures in the College Presidency. San Francisco, California, Jossey-Bass.**

Provides a description of the leadership qualities and needs of College Presidents

Blanchard, K. and T. Waghorn (1996). **Mission Impossible: Becoming a World Class Organization While there is Still Time. New York. Nolan, Norton and Company.**

The authors describe the key elements in organizational change and the effectiveness modalities that need to be entertained as organizations

transform

Block, P. (1995). Rediscovering Service: Weaning Higher Education from its Factory Mentality. Educational Record: pages 7-13.

The article focuses on the need of Higher Education to transform. The author calls for rethinking the educational agenda as well as the governance structures in colleges and universities. Highlighted is the industrial model of education with a "we know best" mentality and organized by function and specialization. The author calls for creating a "service strategy" for learning by restructuring the delivery of knowledge by valuing dialogue, demanding choice, accountability for class performance, elimination of the disciplinary "class system" and creating partnerships.

Bloom, A. (1987). The Student and the University. The Closing of the American Mind. New York, Simon and Schuster Inc.

This book offers a harsh criticism of liberal education

Bok, D. (1986). Higher Learning, Harvard University Press.

Discusses how the universities in the US are performing. Are they teaching or are they more and more involved in the competitiveness of research and publications? Bok concludes that the competition characteristic of American higher education - competition for the best student, the most advanced scholarship, the most successful scientific research and the best facilities - has helped produce venturesome, adaptable, and varied universities. Because the process of learning itself is imperfectly understood, it is difficulty to achieve sustained progress in the quality of education or even to determine which educational innovations actually enhance learning

Bok, D. (1995). Reclaiming the Public Trust. Change Magazine.

In this article, Bok criticizes current practices in higher education and suggests means to reclaim the public trust.

Bolman, L. and T. Deal (1984). Understanding and Managing Complex Organizations. San Francisco, Jossey Bass.

This book provides various leadership approaches to organizations and organizational change

Bowen (1992). Goals: the Intended Outcomes of Higher Education. The Setting.

Describes three basic principles of higher education: (1) education of the whole person; (2) Individuality and (3) Accessibility. Within these specific principles, the goals of higher education are: personal development of students in relation to their cognitive abilities, their affective

characteristics and practical competence (p.42). Within personal development is the personal self discovery, choice of careers; direct satisfaction and enjoyment from learning through connections to the academic community, social and cultural events, sports etc. (p.44). The final goal is to assure the optimal development through human individuality (p.47). " Higher education should equip students to understand and appreciation the cultural heritage, to value social continuity, to discover what is right in society as well as what is wrong, to distinguish between the possible and the impossible in social reform and to work toward the preservation of that which is worth preserving" (p 49).

Bowen, H. R. (1977). **Investment in Learning - The Individual and Social Value of American Higher Education. San Francisco, California, Jossey-Bass Publishers.**

This book attempts to reconcile statistical data and judgement of the findings of Astin's book "What Matters in College." It advances the theory for further research of looking at the student as a whole human being instead of looking and measuring particular personality dimensions.

Breneman, D. W. (1995). **A State of Emergency? Higher Education in California. Sacramento, California Higher Education Policy Center.**

Describes the numerous problems facing California's Higher Education and suggests for the Governor and the Legislature to call for a State of Emergency and readdress the Master Plan in terms of current realities

Brown, J. S. and P. Duguid (1991). **"Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning and Innovation." Organization Science Vol. 35(issue 5): pages554-571.**

This article discusses the need for organizations to have ready access to information in order to become learning organizations with sustained success

Burke, W. (1994). **Organizational Development - A Process of Learning and Changing. New York, Addison-Wesley.**

Burke's model of organizational change and transformation is described in chapter #7; chapter #8 focuses on the strategies to implement change - provides step by step process to initiate change in organizations pp. 155-158.

Burns, J. M. (1978). **Leadership. New York, N.Y., Harper and Row, Publishers.**

This book combines vivid biographical details, dramatic historical moments and political theory and provides probing insights into the complexity, inconsistencies and interrelationships among various parts

of the American social, political and economic systems. It compares the American system throughout history with the systems of other nations combining an analysis of the past and observations of the present and implications for the future. Its analysis of leadership is insightful and derived from a broad cultural and societal basis. The author ends his study with these words: "That people can be lifted into their better selves is the secret of transforming leadership and the moral and practical theme of this work."

Callan, P. M. (1993). By Design or By Default? Sacramento, California Higher Education Policy Center.

This report focuses on the crisis affecting the California Master Plan through a series of political negative decisions that are affecting it as well as the challenges that are forthcoming.

Carnevale, A. P. and D. Donna M (1997). The Role of Community Colleges in the New Economy. The Community College Journal. Vol.67: pages 26-33.

Since the 1980s increases in global competition and domestic deregulation have altered the underlying structure of the existing economy in ways that have made post-secondary education the price of admission to the American middle class. The mass education system was built to support our mass-production economy. The nature of work is changing therefore the nature of the educational system has to change as well.

Carroll, S. J., K. F. McCarthy, et al. (1994). California's Looming Budget Crisis. Los Angeles, RAND Research Review.

Describes California's budget crises in higher education and predicts doom for the year 2005 if current practices persist

Carter, P. and R. L. Alfred (1996). "Transforming Community Colleges to Compete with the Future." Academic Leadership Vol.3,(No.3): pp.3-7.

Suggestions on how to bring about change, the mandate for transformation such as changing community context, new competitions, partnerships with K-12, the change in prospective students, elements of transition, THE NEUTRAL ZONE - the unavoidable period of ambiguity while transitioning, how to get OUT of the Neutral Zone, characteristics of TRANSITION LEADERS = Healers, Bridge Builders, Learning Leaders, Interpreters and Innovators.

Case, J. (1995). Open-Book Management - The Coming Business Revolution. New York. Harper-Collins.

The basic concept is to treat people like adults and surround them with enough business information to do the right thing. The author provides a

mosaic of companies and good practices.

CCLC (1996). Major Issues Facing California Community Colleges. Sacramento, California, Community College League of California.

This report presents 21 critical issues facing California Community Colleges and presents some recommendations. Some of the areas the League provides recommendations for are in access, collaboration and cooperation amongst the educational systems of the State, educational productivity and efficiency, funding mechanisms, student fees and financial aid and the mission of the colleges.

Chickering, A. and Z. Gamson (1991). Seven Principles for Good Practice in Undergraduate Education, Jossey-Bass.

Discusses the 7 principles of good practice in the classroom for undergraduates

Chickering, A. and L. Reiser (1993). Education and Identity. San Francisco, CA, Jossey-Bass.

Offers a series of "Student Development" models - theoretical context and the 7 vectors

Cohen, A. M., Ed. (1994). Relating the Curriculum and Transfer. New Directions for Community Colleges. Los Angeles, Jossey-Bass.

A collection of essays: (1) strengthening the collegiate function results in stronger access; (2) overview of the credit curriculum; (3) curriculum studies spanning 16 years reveal remarkable stability in the liberal arts and also substantial changes in few subject areas; (4) Graduation requirements; (5) ESL as the fastest growing area in the curriculum; (6) what influences cc ethnic studies course offerings; (7) analyzing college student transfer rates (development of a consistent definition of transfer); (8) colleges with below average liberal arts ratios have disproportionately low transfer rates: (9) curriculum and minority students, and (10) over the next few years economic, demographic and curricular trends are likely to bring about an increase in the transfer rate

Cohen, A. M. and F. Brawer (1989). "Background: Evolving Priorities and Expectations of the Community College." The American Community College: 1-29.

Offers a detailed description of the evolving priorities of community colleges

Colleges, C. o. (1988). Building Communities - A Vision for a New Century. Washington, D.C., American Association of Community Colleges.

Nineteen distinguished Americans were appointed to the AACJC Commission of the Future of Community Colleges with the charge to study the history, assess the current status, and develop recommendations for the future of community, technical and junior colleges. The commission's findings are that at the mission of the colleges is to build communities "The term community should be defined not only as a region to be served, but also as a climate to be created." Partnerships for learning should be created with the students, faculty should adopt the roles of mentors and scholars, the curriculum should range from literacy through lifelong learning and excellence in teaching can be achieved through building community. Technology in teaching should be embraced, along with a global curriculum with partnerships and alliances within and external to the colleges. The report concludes with the role of the President faculty and staff as well as the Board of Trustees in creating this new vision.

Cortina, G. (1995). **Report for the Industry Council of California. Los Angeles, Industry Council of California.**

Describes the needs of the future workforce

CPEC (California Postsecondary Education Commission) (1993). **Information Manual. Sacramento, California Postsecondary Education Commission.**

Provides statistical and other data concerning the Master Plan and other higher education issues

CPEC (California Postsecondary Education Commission) (1993). **The Master Plan Then and Now - Policies of the 1960-75 Master Plan for Higher Education in Light of 1993 Realities. Sacramento, California Postsecondary Education Commission.**

Outlines the differences between the current practice and those set up in the Master Plan

CPEC (California Postsecondary Education Commission) (1995). **Challenge of the Century: Planning for Record Student Enrollment and Improved Outcomes in California Postsecondary Education. Sacramento, California Postsecondary Education Commission.**

Describes the projected enrollment increases and what needs to be done to prepare the State for it

CPEC (California Postsecondary Education Commission) and C. P. Condren (1988). **Preparing for the Twenty-First Century - A Report on Higher Education in California Requested by the Organization for Economic Cooperation and Development. Sacramento. California Postsecondary Education Commission.**

Describes the organizational structures of higher education in California. It provides a history on how it all came about. It relates in detail how the Master Plan came about in 1960, the rewrites of 1975 and 1988. It also goes on to describe what needs to happen to prepare higher education to meet the needs of the students of the future

Curry, B. K. (1992). **"Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education." ASHE-ERIC Higher Education Reports Report No.7.**

Describes how to gain permanence in organizational change

Darder, A. (1991). **Culture and the Power in the Classroom - A Critical Foundation for Bicultural Education. Wesport, Connecticut, Bergin and Garvey.**

"The need to integrate the critical mode of bicultural pedagogy which is built on the foundation of cultural democracy that not only speaks to issues of particular cultural values and the development of cognitive styles, but that also critically addresses the awakening of the bicultural voice and the development of a social consciousness of struggle and solidarity that will prepare bicultural students to undertake the democratic responsibility of participation in their world, morally committed to the liberation and empowerment of all people" (p.71)

Davis, J. R. (1995). **Reengineering Teaching for 21st Century Learning. Educational Record: pages 16-22.**

The article highlights that specialization in education resulted in the creation of the different disciplines and professions. The author describes the challenges to the current system by the forces shaping the 21st century. There will be a "blurring of genres" and mixing of methods as scholars seek new knowledge in ways that break the old rules. There will be a new emphasis on analyzing, synthesizing and applying information with a need of highly developed cognitive skills. The professions will also be changed by the demands that are changing professional practice. Therefore students will be seeking customized education and thus the teaching will have to be creative and learner-centered. Reengineering Higher Education is essential if we are to meet the demands of the new century.

Denison, D. (1996). **Toward a Process-based Theory of Organizational Design: Can Organizations be Designed Around Value Chains and Networks? Advances in Strategic Management. Greenwich, CT, JAI Press.**

This chapter describes the theories relating to organizational change and the network systems of learning organizations

Dewey, J. (1916). Democracy in Education. New York, Free Press.

Sets forth the argument for democratic education in the 20th century

Dilworth, M. E. and S. Robinson (1995). K-12 and Postsecondary Education: Same Issues, Same Consequences. Education Record - American Council on Education. Vol. 76: (pages 82-89).

Describes Multicultural issues facing K-12 and Higher Education

Dodgson, M. (1993). "Organizational Learning: A Review of Some Literatures." Organization Studies Vol. 14(Issue 3): 375-394.

Review of the literature on organizational change

Dolan, M. (1994). Random Drug Testing of NCAA Athletes Upheld - Rights: California's Top Court Sets a New Standard for Privacy Claims. Workplace Repercussions are Possible. Los Angeles Times. Los Angeles, California.

Dolence, M. G. (1989). "Evaluation Criteria for Enrollment Management." Planning for Higher Education Vol. 18(No. 1): pp. 30-45.

Provides a clear and concise process for establishing an evaluation criteria for Enrollment Management

Dolence, M. G. (1990). "Evaluation Criteria for Enrollment Management: How to Manage Enrollment Downturn." Planning for Higher Education Vol. 19(No. 4): pp. 42-43.

Provides an effective and practical process for developing an evaluation criteria for Enrollment Management in particular how to manage an enrollment downturn

Dolence, M. G. (1991). "Setting the Context for Evaluation of Recruitment and Retention Programs: Evaluating Student Recruitment and Retention Programs." New Directions in Institutional Research Vol. 70(summer 1991): pp. 520-560.

This article sets forth the context for evaluation of recruitment and retention programs through a practical evaluative tool.

Dolence, M. G. (1993). Strategic Enrollment Management: A Primer for Campus Administrators. Washington D. C., American Association of Collegiate Registrars and Admission Officers.

This primer provides a practical guide for strategic enrollment planning

Dolence, M. G. (1996). **Transformation Through Cyberspace - World Wide Web Home Page. Claremont , CA, hhttp"//mgdolence. earthlink. org.**

An outstanding web page that provides guidance and links to major transformation initiatives throughout the world.

Dolence, M. G., M. D. Grajeda, et al. (1988). **"Strategic Enrollment Management Planning." Planning for Higher Education Vol. 16(No. 3).**

Provides a detailed plan for strategic planning in higher education

Dolence, M. G. and D. M. Norris (1995). **Transforming Higher Education - A Vision for Learning in the 21st Century, Society for College and University Planning.**

This monograph is outstanding and is a MUST read for all educators! It provides outstanding vision for what will be needed to meet the learning modes of the students of the 21st century

Donovan, J. (1990). **Feminist Theory: The Intellectual Traditions of American Feminism. New York, Continuum.**

This book studies women and leadership and how they interrelate. It concludes that women see the world differently thus react differently thus we must separate them from the men when conducting studies on leadership. Women deserve their own research base.

Dorch, S. (1995). **California's Next Decade. American Demographics.**

Provides a clear picture of California's Demographics and the needs for transformation as a result

Doyle, W. (1996). **Focus on Students: The Student Composition of California Higher Education. Sacramento, CA, The California Higher Education Policy Center.**

Demographic and other statistical information on California higher education students and its implications for the need to change

Elmore, R. F. and M. W. McLaughlin (1988). **Steady Work - Policy, Practice and the Reform of American Education. Santa Monica, The RAND Corporation.**

RAND's major research findings and final research results regarding the policy, practice and reform of education in the US, a practice that provides for "steady work" for all involved in the reform activities

Ferris, T. (1996). **Weirdness Makes Sense - There are Strange Subatomic Mysteries for a New Einstein to Solve. New York Times Magazine: pp. 143-146.**

Describes quantum physics unexplainable phenomenon. Weirdness arises when we try to reconcile some of the oddities of the quantum world with the dictates of common sense. The essence of quantum weirdness can be summed up in the statement that quantum systems - typically photons and electrons things smaller than atoms - exhibit "non-local" behavior. In all previous scientific investigation nature acts locally. For a cause to produce an effect over there an intervening mechanism must link the two. Such a mechanism is "local" in that you can identify it here and now. Quantum systems behave where a cause here produces a effect over there instantaneously with no discernable causal mechanism between the two points.

Finn, C. E. J. and B. V. Manno (1996). **"What's Wrong with the American University - Behind the Curtain." Wilson Quarterly(winter 1996): pages 44-53.**

A critique of the current structures and economics of the University and the need for reform

Finney, J. (1995). **Foreword to the report "California's Master Plan for Higher Education 1960 to 1994". Financing the Plan - California's Master Plan for Higher Education 1960 to 1994, The California Higher Education Policy Center.**

Speaks to the disparity of current financial practices and what is written and legislated in the Master Plan

Fiol, C. M. and M. A. Lyles (1985). **"Organizational Learning." Academy of Management Review Vol. 10(Issue 4): pages 803-813.**

Discusses the elements of learning organizations

Freiberg, K. and J. Freiberg (1996). **Nuts! Southwest Airlines Crazy Recipe for Business and Personal Success. Austin, Texas, Bard Press Inc.**

This book is about a community of people who experience the joy, fulfillment and sheer fun of throwing caution to the wind. It's a crash course on management and entrepreneurship showing what risk taking and ingenuity combined can accomplish. Full of upbeat original insights, upbeat stories, and concrete suggestions, Nuts! shows how the power of principle-centered leadership inspires people to achieve incredible results. It provides a lively and penetrating analysis that invites you to become more purpose-driven, others-oriented, and fun loving.

Freire, P. (1970). Pedagogy of the Oppressed. New York, Seabury Press.

Freire offers a rash criticism of the systematic oppression of the people of Brazil through lack of education. He offers alternatives that would change the social order.

Freire, P. (1978). Education for Critical Consciousness. New York, Seabury Press.

Freire offers a rash criticism of the systematic oppression of the people of Brazil through lack of education. He offers alternatives that would change the social order. He generalizes for global impact.

Freire, P. (1985). The Politics of Education. New York, Seabury Press.

Freire offers a rash criticism of the systematic oppression of the people of Brazil through lack of education. He offers alternatives that would change the social order. He provides a global impact.

Fullen, M. (1991). The New Meaning of Educational Change. Boston, Columbia University.

The author addresses school reform issues affecting elementary and secondary schools.

Gallagher, R. P., W. H. Harmon, et al. (1994). "CSAO's Perceptions of the Changing Incidence of Problematic College Student Behavior." NASPA Vol. 32(No. 1): pp. 37-44.

Student behavior problems

Gardner, H. (1995). Leading Minds - An Anatomy of Leadership. New York, Basic Books (A division of Harper and Collins).

Leading Minds is a study of individuals generally perceived as leaders by their contemporaries, and who have affected thoughts, feelings, and behaviors of a significant number of individuals. Howard Gardner studied eleven leaders (Margaret Mead, J. Robert Openheimer, Robert Maynard Hutchins, Alfred P. Sloan, George C. Marshall, Pope John XXIII, Eleanor Roosevelt, Martin Luther King Jr., Margaret Thatcher, Jean Monnet and Mathama Gandhi) in search of a link, or common threads that would explain how these individuals, coming from different countries, social, economic and educational backgrounds became leaders.

Gardner, J. W. (1990). On Leadership. New York, N.Y., The Free Press, A Division of Simon and Schuster Inc.

Thoughts of contemporary leadership with good definitions and suggestions for effective leadership

Gates, B. (1996). Linked up for Learning. Educational Record. Vol. 77: pages 34-41.

Provides the author's views as to the importance of the utilization of technology to meet the diverse learning styles of students. Mr. Gates believes that "... information technology empowers people of all ages, both inside and outside the classroom, to learn more easily, enjoyably, and successfully than ever before."

Gershman, A. and E. Gottsman (1993). Hypermedia for Corporate Knowledge Dessimination. Twenty-sixth International Conference on Systems Sciences, Hawaii, IEEE Press.

The presenters discussed the use of the Web in information dissemination and utilization for corporate knowledge in Andersen Consulting

Gilbert, S. W. (1996). "Making the Most of a Slow Revolution." Change March/April: pp.10-23.

Author is Director of Technologies Project with AAHE (American Assoc. for Higher Education). Extensive article discussing obstacles to improve teaching and learning through Info. Tech. Describes the slow revolution of technology in HE, inertia of the system to transform, includes 12 recommendations to move forward more proactively and guidelines for forming local round tables for discussion of tech in learning and teaching

Giroux, H. (1981). Ideology, Culture and the Process of Schooling. Philadelphia, University Press.

Giroux, greatly influenced by Paolo Freire, offers a rash criticism of the systematic oppression of the economically disadvantaged Americans through lack of adequate education. He offers alternatives that would change the social order.

Giroux, H. (1983). Theory and Resistance in Education. New York, Bergin & Garvey.

Giroux, greatly influenced by Paolo Freire, offers a rash criticism of the systematic oppression of the economically disadvantaged Americans through lack of adequate education. He offers alternatives that would change the social order.

Giroux, H. and P. McLaren (1987). "Teacher Education as the Counter Public Sphere: Radical Pedagogy as a Form of Cultural Politics." Philosophy and Social Criticism 12: pp. 51-69.

Giroux, greatly influenced by Paolo Freire, offers a rash criticism of the systematic oppression of the economically disadvantaged Americans through lack of adequate education. He offers alternatives that would change the social order.

Gouillart, F. J. and J. N. Kelly (1995). **Transforming the Organization. New York, McGraw- Hill.**

In a period of rapid and fundamental change all institutions will be transformed - and the smart ones will transform themselves. In their holistic approach, the authors lay out the guidelines for adapting, surviving and prospering in the new age.

Grace, R. E. and T. J. Templin (1994). **"QSS: Quality Student Services." NASPA Vol. 32(No. 1): 74-80.**

Total Quality Management (TQM) as applied to student services

Grantham, C. E. and L. D. Nichols (1993). **The Digital Workplace: Designing GroupWare Platforms. New York, Van Nostrand Reinhold.**

This book presents the various platforms for GroupWare and the importance of shared communities of information

Gray, W. H., III. (1995). **Race and Fear: Interview with a William Gray. Educational Record, American Council on Education. Vol. 76: (pages 11-17).**

Speaks of fear relating to race and encourages to focus on positives of multicultural society

Green, M. F. (1994). **Not for Wimps or Cowards: Leadership in the Post Heroic Age. Educational Record: pages 55-60.**

Provides a provocative view of the qualities of Leaders in the post heroic age.

Green, M. F. (1997). **No Time for Heroes. Trusteeship. Vol. 2: pages 6-11.**

Presents a review of the contemporary qualities and skills needed to be a successful college president, namely one who is willing to reinvent higher education, must demonstrate courage, patience, humanity and vision. She concludes the "Masters of the Great Theory of Leadership" need ton apply.

Grove, L. (1994). **Hail to the Cheese: Why the Big Guy Gets No Respect. Washington Post. Washington. D.C.: C1.**

Rudeness in America towards the President of the United States. This article parallels the pitfalls of most leaders as result of the lack of respect for authority.

Guskin, A. E. (1995). **Reducing Student Costs and Enhancing Student Learning. Washington D.C., Association of Governing Boards.**

Provides a clear and very good description of what needs to happened in higher education to meet the needs of the future - sets forth the principles for the development of and educational agenda for the future

Hammer, M. and J. Champy (1993). **Reengineering the Corporation, Harper Collins.**

Describes the changes in corporate America to reengineer in order to meet the demands of the future

Harlacher, E. L. and j. F. Gollattscheck (1996). **Leading the Way to Community Revitalization. Washington, D.C., American Association of Community Colleges.**

The report focuses on the need to reconceptualize education and change from an agricultural system of education that fosters linear thinking to one what offers a wide variety of learning opportunities. The authors argue that through building learning communities community colleges can enter the 21st century with confidence. Colleges in partnership with other community organizations can take the lead in creating the learning communities within and external to the college through the provision of community-based education with a learner-based philosophy of education.

Harvard Business Review (1991). **Global Workforce 2000: The New World Labor Market. Harvard Business Review.**

Describes workforce needs of the future as well as growth etc,

Haycock, K. (1996). **Thinking Differently About School Reform - College and University Leadership for the Big Changes We Need. Change: pages 13-18.**

An article providing reasons as to why higher education needs to reform: (1) student achievement remains low, (2) equal opportunity remains a hollow promise, (3) reform work underway in K-12 suggests a need to change the rules by which American students are educated, (4) rules (such as the calendar) need to be changed to meet future demands. The article also mentions important tasks for higher education: (1) communicating the need to reform, (2) develop standards for what students should know and be able to do, (3) aligning college admissions and placement with new standards (performance-based admissions), (4) teacher professional development, (5) pre-service preparation and (6) reforming our research agenda.

Hayman, R. E., K. J. Beeler, et al. (1994). **"Outcomes Assessment and Student Affairs: New Roles and Expectations." NASPA Vol. 32(No. 1): pp. 20-30.**

This article provides a practical guide to address the outcomes assessment of Student Affairs Programs and provides a summary of the new roles and expectations of the students of the future

Hiltz, S. R. and M. Tuorff (1993). **"The Network Nation: Human Communication Via Computer." Organization Science Vol. 2(issue 1): pages 88-115.**

This article discusses the need for learning organizations to have access to network technologies to impart information

Hines, E. R. (1991). **Current State/Campus Policy Issues. Foundations of American HIgher Education. J. L. Bess. Nedham Heights, Massachusetts, Ginn Press.**

Higher education and reform activities; includes a discussion of the "low" status of the teaching profession; the role of governors; minorities in higher education

Hock, D. W. (1995). **On the Nature of Beasts - Out of Control and into Order. Xerox Business Services Worldwide Learning Conference, Orlando, Florida.**

Dee Wok describes the creation of VISA. Wok is the Founder and CEO Emeritus of VISA USA and VISA International. He speaks as to how animals know each other instinctively and know who is friend and who is enemy. He claims that "if you don't understand the nature of the beasts, it would be of little use to know the mechanics of their anatomy." He parallels them to institutions that can demean, damage or destroy us as certainly and capriciously as an saber-tooth tiger. He tells of his own story of how he was different and creative and in every banking institution he was hired at, he got fired because he was a free thinker. Until the day came for him to chair the committee that needed to look into international charge accounts. Has great statements about the 'killing' of ingenuity and innovation.

Holstein, J. A. and J. Gubrium (1995). **The Active Interview. Thousand Oaks, California, SAGE Publications Inc.**

Provides a guide of face to face interviewing for qualitative research projects.

Hooks, b. (1994). Teaching to Transgress. New York, Routledge.

A challenge to the "academy" to "transgress" against racial, sexual and class boundaries. In doing so, she asserts that both the teacher and the

student will gain freedom. Education, however can only be liberator when everyone has access to knowledge. This knowledge has to be imparted not merely at an intellectual level but in totality, thus creating a wholeness of mind, body and spirit. She uses Paolo Freire's writings to form her ideas developing into what she terms "engaged pedagogy," a progressive, holistic form of education where the teacher is actively committed to the process of self actualization as well as the actualization of the students.

bell hooks is a radical feminist that alienates her readers with feminist ideology and therefore the core of her message about education is lost.

Hough, J., Jr. (1992). **The University and the Common Good.**

This is an article that describes the history of the development of the University in response to the common good. Speaks of Scrates and his view of education, Aquinas and the German educational system. The common good and the purpose of the University, the research University as the American prototype and the problems created by the dominance of the research ideal. Summarizes the conditions necessary for the university to make its contribution to the common good.

Huber, G. P. (1991). **"Organizational Learning: The Contributing Processes and the Literatures." Organization Sciences. Vol. 2(Issue 1): pages 88-115.**

Review of the current literature on organizational learning

Huey, J. (1994). **The New Post-Heroic Leadership. Fortune. Vol. 21: pages 42-50.**

Describes the new roles of contemporary leaders. Leaders are no longer seen as heroes and thus need to adjust their behaviors accordingly

Hutchins, R. M. (1969). **The Aims of Education. The Campus in the Modern World. J. D. Margolis. Toronto, Canada, The Macmillan Company.**

The author asserts that there is a metaphysics, a universal law which can be grasped by the human intellect and utilized effectively in the solution of human problems. By way of their metaphysics educators determine what education they shall offer. By way of their metaphysics students lay the foundations of their moral, intellectual and spiritual lives. The aim of education is wisdom and goodness and that studies that do not bring us close to those goals have no place in the university.

Immerwahr, J. (1997). **Enduring Values, Changing Concerns - What Californians Expect from Their Higher Education System. Sacramento, California, The California Higher Education Policy Center.**

The report describes twelve findings that emerged from a study of Californians conducted in the Fall of 1996 and a comparison of these results with the study of the Public Agenda conducted by the Policy Center in 1993. The enduring values found were that college or university education are still essential, no one who is qualified should be denied access and the success of the education is dependent on the student's motivation. The changing concerns reported are that Californians are no longer eager to overhaul the state's public higher education system, they are less concerned with access and are resistant to price increases and value college education for what it is learned. Californians strongly support more effective use of existing educational facilities and making them available to high school students, they also support building new campuses, allowing students to go to private institutions and utilization of technology. Californians favor supporting students rather than institutions, do not wish to decrease the number of students accessing higher education and believe that higher education institutions should bear the front of reform to make education more accessible and affordable.

Intersegmental Coordinating Council (1995). **School Reform - Implications for Higher Education. Sacramento, California Round Table.**

Addresses the K-12 school reform efforts in California and their implications to higher education

Johnstone, S. M. and B. Krauth (1996). **"Some Principles of Good Practice for the Virtual University." Change March/April: pp.38-41.**

Provides list of Principles of Good Practice for virtual learning

Jones, H. M. (1969). **The Meaning of a University. The Campus in the Modern World. J. D. Margolis. Toronto, Canada, The Macmillan Company.**

Provides a brief historical background on the development of the University in America, and a definition of the University. "The University is an institution created for the critical examination by professional minds of tenets, principles, laws, dogmas, and ideas that make up the ever varying body of truth. It preserves the truth, by perpetually subjecting conventional assumptions to critical analysis, discarding fallacies, and retaining as valid only the information or the general statements that pass severe, and professional testing; and it extends truth by pushing forward into the unknowing, task forces of professionally trained persons who are skilled in distinguishing fact from assumption" (pp.74-75). He claims that " University education is privilege for the competent and not a right to be claimed by the many" (p.76).

Jones, W. T. (1990). **Perspectives on Ethnicity. Evolving Theoretical**

Perspectives on Students. L. V. Moore. San Francisco, Jossey-Bass. No. 51: pp. 59-71.

Ethnic influences on student growth and development include difference in attitudes, values and philosophies

Kanter, R. M. (1989). When Giants Learn to Dance. New York, N.Y., Touchstone, Simon and Schuster.

Based on a wide-ranging five-year study of America's top companies, this book offers a comprehensive business strategy that addresses the multitude of pressing challenges facing companies and institutions today. The author shows how to swing past the dangers of hierarchical stagnation and go-for-broke with innovation and creativity resulting in marked success. Kanter shows how achieving fewer management levels, greater responsiveness to change and an openness to strategic alliances can lead to a more dynamic corporate environment.

Katz, J. and M. Henry (1988). Turning Professors into Teachers - A New Approach to Faculty Development and Student Learning. New York, Macmillan Publishers.

Theories on "student learning" - new pedagogy clinical application: the development of theory through practice. Basic learning principles: (1) transform students into active learners; (2) individualization; (3) the process of inquiry; (4) the ability to inquire with other people; (5) participation; (6) support and (7) education is an emotional experience

Vision = epistemology of disciplines (mixing them) - redefining course content and mode of teaching (live problems, relevant ..) - student development (out of the classroom experiences) - Faculty Advising

Kerr, C. (1963). The Uses of the University. New York, Harper & Row.

Provides definitions of the University by (1) in the mid 1800's Cardinal Newman founder of the University of Dublin describing the university as place of all knowledge, of generalists, humanists (pp.2-3); (2) Flexner's definition in 1930 of the "Modern University": " A University is not outside, but inside the general social fabric of a given era... an expression of age, as well as an influence operating upon both present and future' (p.4) transitioning under the influence of the German Universities. Kerr contends that by the time Flexner wrote of the Modern University, it was already passe just as when Newman idealized his. " History moves faster than the observers pen. Neither the ancient classics and theology nor the German philosophers and scientists could set the tone for the rally modern university - the multiversity" (p.6). Kerr asserts that "The university is many things to so many different people that it must, of necessity, be partially at war with itself" (pp.8-9). Kerr goes on to provide a historical perspective, concluding with the development of the "elective" system resulting in the "professor's love for specialization has become the student's hate of fragmentation" (pp14-15) and concluding with the components of the multiversity. Describes the leadership style needed for the President of the multiversity.

Kerr, C. (1995). **Preserving the Master Plan - What is to be done in a New Epoch of More Limited Growth and Resources? Sacramento, The California Higher Education Policy Center.**

Assesses the current needs in order to preserve the Master Plan

Koltai, L. (1993). **Community Colleges: Making Winners out of Ordinary People. Higher Learning in America 1980-200. A. Levine. Baltimore, Johns Hopkins University Press: pp.100-113.**

Community colleges as success models

Komives, S. R. (1996). **"A Call for Collaborative Leadership." About Campus July/August: pp.2-3.**

Defines leadership as collaborative process

Kotter, J. P. (1990). **A Force for Change - How Leadership Differs from Mangement. New York, The Free Press a Division of Macmillan Inc.**

The author shows what leadership really means today, why it is rarely associated with larger-than-life charismatic individuals, and precisely how it differs from management. Leadership, the author claims is for the most part is not a god-like figure transforming subordinates into super humans, but is in fact a process that creates change - a process which involves hundreds or even thousands of "little acts of leadership" orchestrated by people who have the profound insight to realize the need for transformation.

Lagemann, E. C. (1989). **"The Plural Worlds of Educational Research." History of Education Quarterly 29(2): pp.185-214.**

A comparison of Edward Thorndike and John Dewey and how understanding these men helps us understand the history of education by realizing that Thorndike won and Dewey lost. Dewey an educational philosopher/ Thorndike a dry researcher. Dewy concerned with the significance of education as means to social renewal and social change. Thorndike saw education as technique for matching individuals to existing social and economic roles.

Lanager, E. J. (1989). **Mindfulness, Addison Wesley.**

Suggests that special attention must be paid to all that surround us and not take it for granted - with mindfulness we are more in touch with life - better people - better leaders and as such can elevate ourselves and

others to a higher level of consciousness.

Levine, A. (1980). **Why Innovation Fails. Albany, New York, State University of New York Press.**

The author describes the stages in the innovation process: (1) recognizing need; (2) planning and formulating a means of satisfying the need; (3) initiating and implementing plan; (4) institutionalizing or terminating the new operating plan. He analyses why innovation fails and provides some suggestions for change in this pattern.

Lewin, T. (1995). **Students Use Law on Discrimination in Sex Abuse. New York Times. New York.**

Lincoln, Y. S. (1995). **Advancing a Critical Agenda. Culture and Ideology in Higher Education. W. G. Tierney. New York, Praeger.**

A critique of the current research in leadership and student success which does not take a critical look at minorities and women

Lindblom, C. E. and E. J. Woodhouse (1993). **The Policy Making Process. New Jersey, Prentice Hall.**

Provides descriptions of the policy-making process in the US as well as policy analysis and other rational methods of understanding and attempt at solving social problems in America

Magolda, M. B. B. (1996). **"Cognitive Learning and Personal Development - A false Dichotomy." About Campus July/August: pp.16-31.**

The author defines learning as encompassing cognitive and intrapersonal development. She speaks of connecting learning to students' lives by validating students as "knowers", situating learning in the student's experiences, and engaging students in mutually constructing meaning. thus you create A SHARED VISION OF LEARNING

Marshall, C. and G. B. Rossman (1995). **Designing Qualitative Research. Thousand Oaks, California, SAGE Publications.**

This book offers a systematic guidance in the conceptual processes and methodological strategies for developing sound, defensible proposals for qualitative research.

Marshall, E. M. (1995). **Transforming the Way We Work - The Power of Collaborative Workplace. New York, Amacom, a division of the American Management Association.**

The author calls for the business community to redefine its covenant with employees. The collaborative approach to doing business builds value and ownership and delivers extraordinary results.

Martin, W. B. (1991). Curriculum: Education for Character, Career, and Society. Foundations of American Higher Education. J. L. Bess. Needham Heights, Massachusetts, Ginn Press.

Provides the discussion for the development of a trilinear curriculum: GE, Vocational and Integrated Studies. It suggests the incorporation of moral and ethical principles in the curriculum

Mason, R. M. (1993). Strategic Information Systems: Use of Information Technology in a Learning Organization. Twenty-sixth International Conference on System Sciences, Hawaii, IEE Press.

This paper discusses the critical need of information systems and technology to truly create the learning organization

McCabe, R. H. (1996). Starving the Solution. Miami, Florida, Miami-Dade Community College District.

A report that highlights how the an increasingly skilled workforce is needed for today's competitive global economy and how legislative mandates are denying colleges the resources they need to meet those demands, thus legislatures are in effect starving the most promising solution to the overwhelming problems of society

McClenney, K., N. A. LeCroy, et al. (1991). Building Communities Through Strategic Planning. Washington, D.C., American Association of Community and Junior Colleges

National Center for Higher Education.

This report describes a process of strategic planning that will foster community involvement and the creation of community both internally and externally. The planning process was designed with the AACJC Commission on the Future of Community College Building Communities : A Vision of a New Century. The planning process focuses on the central mission of the Commission's report where community is defined "not only as a region to be served, but also a climate to be created."

McConnel, T. R. (1955). A Restudy of the Needs of California Higher Education. Sacramento.

A study that provided the background for the 1960 Master Plan for Higher Education in California

McEwen, M. K. (1996). The Nature and Uses of Theory. Student Services a Handbook for the Profession. S. Komines and D. Woodward, Jr. San Francisco, CA, Jossey-Bass: pp. 147-163.

Use of theory in student development

McIntosh, P. (1989). **White Privilege: Unpacking the Invisible Knapsack. Peace and Freedom: pages 10-12.**

An introspective view of the author's own unintentional racist behavior which she terms the "invisible knapsack" of white privilege.

McIntyre, C. (1996). **Trends of Importance to California Community Colleges. Sacramento, California, Chancellor's Office of the California Community Colleges.**

This report reviews California's trends in technology, demographics, social and economical structures as well a public policy concerns, and forms the basis for planning by the system's Board of Governors and they develop the State's Basic Agenda.

McLaren, P. (1988). **Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education. New York, Longman.**

Provides a definition of terms and ideologies in critical pedagogy and critical theory

Critical Theory: "men and women are essentially unfree and inhabit a world rife with contradictions and asymmetries of power and privilege" (p.175) – "schools are sites of both domination and liberation "(p176)

"Critical pedagogy is fundamentally concerned with understanding the relationship between power and knowledge" (p188) "Critical theorists view curriculum as a form of cultural politics, that is, as apart of the sociocultural dimension of the schooling process" (p193)

McLaren, P. (1993). **Schooling as Ritual Performance - Towards a Political Economy of Educational Symbols and Gestures. New York, Routledge.**

The book goes inside institutions and illuminates the interaction between the students and the rituals that organize day to day life in a working class school. It's an ethnography of the school. Provides a point from which to understand the extent to which our roles as teachers and learners are constrained to discursive structures, rituals and ideologies that we transmit consciously or unconsciously. Research done in Toronto Canada in a Catholic school of predominantly Azoran Portugese children and Italian.

McLaren, P. (1994). **"An Exchange with Eugene E. Garcia, Director of the Office of Bilingual Education and Minority Language Affairs, U. S. Department of Education." International Journal of Educational Reform Vol. 3, No. 1: pages 74-80.**

A discussion with Eugene Garcia and Peter McLaren regarding critical pedagogy and bicultural -bilingual education.

McLaren, P. (1995). "A Dialogue with Lisa Chin: An Asian-American Feminist Perspective." International Journal of Educational Reform Vol. 4, No. 2: pages 456-463.

A conversation with Lisa Chin on the oppressive behaviors of the dominant culture on Asians.

Mintzberg, H. (1994). The Rise and Fall of Strategic Planning: Reconceiving Roles for Planning, Plans and Planners. New York, The Free Press, a Division of Mcmillan Inc.

The author contends that the field of planning needs a strategy of its own, namely a viable niche that makes the best uses of its true comparative advantages.

Morgan, G. (1986). Images of Organizations. San Francisco, CA, Sage.

Discussion of the organizations and processes for effectiveness

Morton, M. S. S. (1991). The Corporation of the 1990's: Information Technology and Organizational Transformation. New York, Oxford Press.

The author presents an expert view of how information technology will influence organizations and their ability to survive and prosper in this decade and beyond.

Munitz, B. (1995). "Wanted: New Leadership for Higher Education." Planning for Higher Education - The Journal of the Society for College and University Planning Vol. 24(No. 1).

Article regarding the radical changes facing Higher Education and the leaders that will bring change about. Talks about what are the elements forcing the change and what to do about them

Nevis, E. C., A. J. DiBella, et al. (1995). "Understanding Organizations as Learning Systems." Sloan Management Review Winter: pages 73-85.

Presents the theories of learning systems in learning organizations such as Motorola, Mutual Investment Corp., Fiat Auto etc.

Newman, F. M. (1993). "Beyond Common Sense in Educational Restructuring - The Issues of Content and Linkage." Educational Researcher.

Describes the need to go beyond school reform and improve the curricular content and provide linkages to the outside world. The article proposes an agenda for of content for teacher commitment and competence, and it identifies four problems of systemic linkage that restructuring "theory" has yet to address.

Newmeyer, J. and C. McIntyre (1992). Funding Gap Study. Sacramento, California Community Colleges.

Provides statistics and information as to the funding gap between the Master Plan and current funding decisions

Norman, D. (1993). Things that Make us Smart: Defending the Human Attributes in the Age of the Machine, Addison-Wesley.

Describes good practices in the classroom. Good learning strategies and suggests changes in the typical lecture mode

O'Banion, T. (1995). "Community Colleges Lead the Learning Revolution." Educational Record: pages 23-27.

Community Colleges are shifting their moniker from "the teaching college" to "the learning college" thus shifting the basic mission to one of learning. Placing learning at the heart of the academic enterprise will mean overhauling the conceptual, procedural, curricular and all other forms of organization of a college. The article describes such changes in three colleges districts (1) Lane Community College in Eugen Oregon, (2) Palomar College in San Marcos California, and (3) Miracopa Community Colleges in Phoenix Arizona.

O'Banion, T. (1996). Gladly Would He Learn. Horizon. Volume 4: pages 2 - 5.

Provides a clear description of the Learning College - the college of the Future

Outtz, J. H. (1995). Higher Education and the New Demographic Reality. Educational Record - American Council of Education. Vol. 76: (pages 65-71).

Describes the implications for higher education of the demographic changes in the nation and in California

Pascarella, E. T. and P. T. Terenzini (1991). How College Affects Students - Findings and Insights from Twenty Years of Research. San Francisco, California, Jossey-Bass Publishers.

List of all the types of research that has taken place to assess how college affects students. Show the various theories of college student change (1) developmental theories, (2) psychosocial theories, (3)

Cognitive-Structural Theories, (4) typological theories, (5) person-environment interaction theories. The commonalties of the resulting effect of being in college of all the theories are then reviewed :(1) emergence of self-understanding, (2) increase in consciousness , (3) self-definition and integration, (4) cognitive readiness to enter college is necessary, (5) recognition of complexity precedes higher-level developmental change, (6) developmental movement originates in a challenge to the current state of development.

Second family of theories are environmental and sociological college impact models.

Patton, M. Q. (1997). **Utilization-Focused Evaluation - The New Century Text. Thousand Oaks, California, SAGE Publications Inc.**

Provides an easy step by step process of how to conduct program evaluations from identification of primary users of an evaluation to focusing the evaluation, making methods decisions, analyzing data and presenting findings.

Pickens, W. (1995). **Financing the Plan - California's Master Plan for Higher Education 1960 to 1994. Sacramento, The California Higher Eduction Policy Center.**

Provides a comparison of the financing of the Master Plan

Prahalad, C. K. and G. Hamel (1994). **"Competing for the future." Harvard Business School Press.**

Discusses the elements of learning organizations as effective models for success

Pyle, A. and P. McDonnell (1996). **Prop. 187 Issue Moves onto National Stage. Los Angeles Times. Los Angeles, California.**

Federal Case against prop. 187

Quinn, J. B. (1992). **Intelligent Enterprise - A New Paradigm for a New Era: How Knowledge and Service Systems are Revolutionizing the Economy, All Industry Structures and the Very Nature of Strategy and Organizations. New York, The Free Press a Division of Mcmillan Inc.**

In this penetrating study of how knowledge-based services and technology are revolutionizing the economy and every corporate strategy, the author argues that the successful companies of the 90s will derive their competitive edge not from ephemerally superior products but from a deep understanding of a few highly developed knowledge and service based "core competencies". Intelligent enterprises will derive sustainable advantages from knowledge and service based activities that leverage intellectual assets. The author analyzes the technological and economic forces driving society into the 21st century.

Rifkin, J. (1995). **The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era. New York, Tarcher/Putnam.**

New technologies have the potential to both liberate people from routine drudgery and to destabilize the traditional cultures in the coming century. The End of Work is a mesmerizing compendium of data on scientific breakthroughs in robotics, artificial intelligence, automation, informatics, agriculture , genetics, telecommunications and more, sprinkled with a dash of the history of technology and the dreams of futurologists. He draws dire social implications from what the calls the "Third Industrial Revolution", which he characterizes as massive, permanent unemployment and disasters. The solution is the creation of a third social sector of the economy, that of services to society otherwise known as voluntarism.

Rifkin, J. (1996). **Preparing the Next Generation of Students for the Civil Society. Community College Journal. Vol.66: pages 20-23.**

The author describes how, based on his research and analysis of the future, which he set forth in his, books "The End of Work", the changing face of the workforce will affect our approach to teaching and learning. He stresses the importance of learning through learning/volunteering of our students.

Rothblatt, S. (1992). **The OECD, The Master Plan and the California Dream. Berkley, Center for Studies in Higher Education.**

An account of the Master Plan as seen from foreign countries

Roueche, J. E., L. F. Johnson, et al. (1997). **Embracing the Institutional Effectiveness Tiger. Community College Journal. Vol. 67: pages 34-40.**

The article presents an argument to address the critical and serious nature of the current push for higher education reform as result of the criticisms launched by the public. Contrary to what some faculty and administrators believe the need to reform is not based on the poor public relations but on the poor performance and outcomes by higher education institutions.

Rowley, D. J., H. D. Lujan, et al. (1997). **Strategic Change in Colleges and Universities. San Francisco, California, Joessey-Bass Inc.**

Shows how strategic planning can lead to more constructive and effective change. Provides a practical model for strategic planning.

Schmidt, P. (1997). Rancor and Confusion Greet Change in South Carolina Budgeting. The Chronicle of Higher Education. Washington D.C.: page A26.

The State plans to base all appropriations to colleges on how they measure up to performance indicators and the educational system rebels.

Scribner, J. D. and D. H. Layton, Eds. (1995). The Study of Educational Politics. Educational Policy Perspective Series, The Falmer Press.

A series of essays by various authors describing the politics of education

Senge, P. (1991). "The Leader's New Work: Bulding Learning Organizations." Sloan Management Review Fall: pages 7-23.

Describes the new roles for leaders in the learning organizations

Sergiovanni, T. J. (1993). Organizations or Communities? Changing the Metaphore Changes the Theory. American Educational Research Association Annual Meeting, Atlanta, Georgia.

Offers the concept of changing the metaphor for schools from organizational units to communities

Simsek, H. and K. S. Louis (1991). Organizational Change as Paradigm Shift: Analysis of the Change Process in a Large, Public University. University Council of Educational Administration, Baltimore, Md.

Describes the various steps toward organizational change

Snyder, B. R. (1991). The Two Curricula. Foundations in American Higher Education. J. L. Bass. Needham, Massachusetts, Ginn Press.

Formal vs. hidden curriculum - students figure out what is actually expected (instructor personal/unspoken but acted upon preferences) as opposed to what is formally required (an academic game). Both faculty and students trapped in game - what is the hidden agenda = hypocrisy

Stata, R. (1989). "Organizational Learning - The Key to Management Innovation." Sloan Management Review Spring: pages 63-74.

Describes the key elements for organizational innovation in learning organizations

Stewart, T. A. (1996). "The Invisible Key to Success." Fortune August: pp. 173-175.

This article describes the "communities of practice where learning and growth happen. Describes Xerox's IRL in Palo Alto CA, and their finding that Learning is Societal. Describes the work of IRL in describing communities of practice and their power for change and transformation. Organizational change depends on these groups

Swerling, S. (1995). Redefining "One Third of a Nation". Educational Record - American Council on Education. Vol. 76: (pages 19-21).

Provides an analysis the ACE report "One Third of a Nation" and sets forth what needs to take place if we are to meet the ACE goals

Townsend, B. K. (1995). "Community College Transfer Students:

A Case Study of Survival." The Review of Higher Education Vol. 18(No.2): pp. 175-193.

Provides a case study of transfer students in an attempt to analyze the process

Trent, J. W. (1970). The Decision to Go to College - A Cumulative Multivariant Process. Los Angeles, California, ERIC Clearinghouse.

Defines and outlines the variables involved in the decision to go to college as: (1) socioeconomic status, (2) parental influence, (3) motivation, (4) peer group pressure, (5) religious background, (6) school influence, (7) community characteristics

Trow, M. (1991). American Higher Education - Past, Present and Future. Foundations of American Higher Education. J. L. Bess. Needham Heights, Massachusetts, Ginn Press.

A look at the trends and forecasts in higher education; social and historical background, influence of the market forces; the character and structure of the institutions; finance and trends; effects of higher education on society.

Has a very good list of the resources utilized to write these trends.

Turner, W. B. and B. Brinkmann (1989). "The Constitution of First Resort." California Lawyer: pages 51-54.

Legal Basis of Drug Testing under the Fourth Amendment - rules on search an seizure "privacy protection" California Constitution " Californians have an inalienable " right to privacy much more strongly worded than the federal law.

Turoff, M., U. Rao, et al. (1991). Collaborative Hypertext in Computer Mediated Communications. Twenty-fourth Annual International

Conference on System Sciences, Hawaii, IEEE Press.

The presenters outline the many benefits of the utilization of the Web technology in corporate workgroups

Tyack, D. (1990). **"Restructuring" in Historic Perspective: Tinkering Toward Utopia, Teachers College, Columbia University.**

Describes the issues of restructuring as we move towards the perfect education system

Tyack, D. B. (1974). **One Best System, Harvard University Press.**

Provides a historical background of how education was formulated in the US and how we continually strive for the creation of the "best system". It assesses how the schools shaped and were shaped by the transformation of the US into an urban nation.

Waitley, D. (1995). **Empires of the Mind - Lessons to Lead and Succedd in a Knowledge-Based World. New York, William Morrow and Company Inc.**

This book explains why standard management practices, job descriptions, and career tracks are obsolete. In order to succeed individuals must reinvent themselves as their companies and institutions restructure the way they function. While there are many current theories on organizational management and team productivity, there is a scarcity of wisdom to help each of us adapt and thrive as we ride the tumultuous wave of social change, this book offers guidance for individuals to reengineer themselves as well as their corporations.

Weinstein, C. E. (1996). **Learning How to Learn: An Essential Skill for the 21st. Century. Educational Record. Vol. 77: pages 49-42.**

The author provides a map of the critical areas of learning that are required for meaningful learning by students. She points out the importance for students to know themselves, the importance of their knowing about different academic tasks such as writing, reading and computing, their need to understand how to acquire knowledge etc..

Weisbord, M. R. (1992). **Discovering Common Ground. San Francisco, California, Berrett-Koehler Publishers Inc.**

This book introduces a highly successful new way for organizations and communities of all types to apply global thinking and democratic values to achieve rapid whole systems improvement. It shows how through a process called "future searches" people of diverse interests come together to create a shared vision, innovation and collaborative action. Provides the tools needed to build from common ground and to visualize a shared destination in complex and demanding organizations. It shows how people's best thinking and positive energy are released to create

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tangible results, including real breakthroughs in tough situations.

Wells, A. S. and I. Serna (1996). **"The Politics of Culture: Understanding Local Political Resistance to Ditracking in Racially Mixed Schools." Harvard Educational Review Vol. 66(No. 1): pp. 93-119.**

Resistance to detracting in schools

Wheatley, M. J. (1992). **Leadership and the New Science. San Francisco California, Berrett-Koehler Publishers Inc.**

Our understanding of the universe is being radically altered by the "new science" the revolutionary discoveries in quantum physics, chaos theory and biology that are overturning the models of science that have dominated for centuries. These discoveries also provide powerful insightes for transforming how we organize work, people and life.

Wheatley, M. J. and M. Kellner-Rogers (1996). **A Simpler Way. San Francisco, California, Berrett-Koehler Publishers, Inc.**

The authors present the essence of the emerging science of complexity and apply it to the world of organizations. The book looks at deeper elemental forms, which make up not only our organizations, but human life itself. The writing is meditative. It is a book for reflection.

Willms, W. (1996). **Restoring Prosperity. New York, Random House.**

Corporate reengineering Case Studies - Corporate reorganization : (1) McDonnell Douglas Corporation ; (2) Hewlett-Packard Co.; (3) USS-POSCO; and (4) NUMMI (New United Motor Manufacturing Inc.) a joint venture of General Motors and Toyota (1984)

Wills, G. (1994). **Certain Trumpets: The Call for Leaders. New York, Simon and Schuster.**

Leaders set goals that others can follow

Winston, R., Jr. and T. Miller (1994). **"A Model for Assessing Developmental Outcomes Related to Student Affairs Programs and Services." NASPA Vol. 32(No. 1): pp. 2-18.**

Assessing student development

Wolfe, A. (1996). **"What's Wrong with the American University - The Feudal Culture of the Postmodent University." Wilson Quarterly (Winter 1996): pages 54 - 66.**

A critique of the role of the professorate in the American University system and the problems with it.

Young, J. (1997). **Many 2 Year Colleges in California Play Catch-Up in Computing. The Chronicle of Higher Education. Washington D.C.: page A27.**

Reports on how many institutions worry about falling behind when high-technology jobs are vital to the state economy.

Zemsky, R. (1994). **"To Dance with Change." Policy Perspectives Vol. 5 (No.3): pp.1A-12A.**

Considerations for change and transformation

Zuboff, S. (1988). **In the Age of the Smart Machine. New York, Basic Books.**

The author discusses how the computer and its information systems capabilities can provide all the necessary information to the organization for successful learning. The systems not only can automate but also can "informate".

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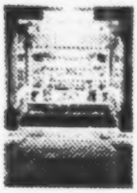

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CASE STUDIES

Welcome to the cyberspace gateway into case studies. For your convenience this gateway has been organized in sequential order in relation to the various case studies presented. If you want to discover what each case study is all about, we recommend you browse through the case study abstracts to select the case study you are the most interested in.
Enjoy!

Case Studies of Initiatives at Community Colleges and Technical Colleges

Case Studies of Initiatives at Universities

Case Studies of Initiatives at Private Institutions/Organizations

Case Studies of Initiatives at K-12 Institutions

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CASE STUDIES ABSTRACTS

Welcome to the cyberspace gateway into case studies on transformational initiatives. For your convenience this gateway is organized in four major sections. Each section contains a summary of the case studies contained in the section and an abstract for each case study. Selection of the actual case study narrative can be reached through each abstract. Enjoy traveling through them!

Case Studies of Initiatives at Community Colleges and Technical Colleges

Case Studies of Initiatives at Universities

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CASE STUDIES OF INITIATIVES AT COMMUNITY COLLEGES AND TECHNICAL COLLEGES

Summary – The following college case studies are contained in this gateway:

Arizona Community Colleges Learning Systems

Jackson Community College, Michigan

Los Angeles Community College District (Four Districtwide Initiatives)

Los Angeles Trade Technical College

Los Angeles Harbor College

Macomb Community College, Michigan

Virginia Tech

Richard J. Daley Community College, Chicago District, Illinois

La Guardia Community College, New York

Palomar Community College, California

Black Hawk Community College, Illinois

West Los Angeles College

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Abstract: Arizona's Community Colleges Learning Systems

Arizona Learning Systems is an alliance of Arizona's urban and rural community colleges whose purpose is to provide learner-centered education environments that build on the unique advantages that technology affords the learning process. A task force designing ALS is addressing two major goals: (1) the expansion and upgrade of telecommunications lines to connect learning sites throughout the state of Arizona through a contract with a private (common) carrier and (2) the reform of higher education practices to meet the emerging needs of all Arizona residents for perpetual learning and the development, application, and evaluation of new, powerful learning strategies.

Click here if you wish to read the Arizona's Community Colleges Learning Systems' Case Study

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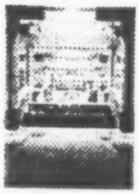

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Case Study: Arizona Community Colleges Learning Systems

A State-Level Catalyst for Transformation: A Case Study of Arizona Learning Systems prepared by Doreen Dailey and Thomas Hassler

Introduction

The Arizona Learning Systems (ALS) initiative is transformative in every way. It leverages the following forces of transformation in the community of Arizona Community Colleges: A vision for virtual, competency-based learning to complement physical learning; Broad discussion across all campuses regarding the development of ALS; Developing an IT interactivity infrastructure and commitment to its use; Redirection of campus planning processes to reflect ALS; Development of competency-based distributed learning material; Creation of a new learning culture to support ALS.

Arizona Learning Systems is an alliance of Arizona's urban and rural community colleges whose purpose is to provide learner-centered education environments that build on the unique advantages that technology affords the learning process. A task force designing ALS is addressing two major goals: (1) the expansion and upgrade of telecommunications lines to connect learning sites throughout the state of Arizona through a contract with a private (common) carrier and (2) the reform of higher education practices to meet the emerging needs of all Arizonans for perpetual learning and the development, application, and evaluation of new, powerful learning strategies.

ALS is engaged in the design of a framework where: Arizona community colleges will be able to import and export courses, certificates, and degrees across current district boundaries, thereby allowing students access to a significantly greater array of learning options then currently available in any given district. This includes access by high school students to higher education learning options, allowing them to Fast Track the acquisition of skills and knowledge.

Arizona community colleges will be able to export programs out of state, thereby allowing them to act as entrepreneurs and generate revenues to supplement state and local funds in meeting increased demands of instate learners.

Arizona community colleges will partner with K-12, Arizona's universities, private business, and related government agencies to consolidate the number of high speed telephone circuits among sites, resulting in dramatically reduced costs to support a statewide telecommunications infrastructure. Agreements for sharing information technology resources will be forged, regulatory barriers removed, and operating costs shared.

Arizona community colleges will contribute to statewide economic development through expansion of information highway services and facilities to allow Arizonans to compete in the knowledge-worker, digital economy.

The competitive edge of Arizona businesses will be increased through access to "learning-on-demand" to assist employers in remaining on the cutting edge.

The name Arizona will become recognized in the international educational and economic market.

Arizona Learning Systems will act as an "attractor" to pull transformation in higher education through unique course standards and student support practices and by modeling the transformation of work practices for the knowledge age.

ALS has received funding and support from the Arizona Legislature and is moving forward.

Why is Arizona Learning Systems Different? There are three main characteristics that differentiate ALS from most other virtual learning initiatives:

The Existing Institutions Are Important. ALS depends on existing community college districts to give its offerings a connection to local communities and existing learning enterprises. It creates a perpetual, distributed learning environment that combines virtual and physical learning resources.

Innovative Cultures Are Built Within Existing Organizations. The existing community colleges are the base for ALS. There is no need for a new, totally independent learning enterprise if existing institutions can create parts of themselves that can change sufficiently rapidly to retain public confidence in their ability to meet society's educational needs.

Funding is Based on Usage. After initial startup, the funding to individual ALS units will be based on their success in generating utilization. This will create a market for ALS products and services.

Many institutions will want to follow the success of ALS as an emerging distributed learning enterprise.

Why Was Arizona Learning Systems Formed? Conversations amongst Arizona community college presidents indicated an interest in sharing resources to stretch dollars in support of direct service to students and to provide mutual support for change in their respective organizations. In August 1995, the Arizona community college CEO's supported drafting of a legislative request to connect individual district telecommunication systems to one another to support statewide delivery of learning opportunities.

As a result of this request, the Arizona FY 1997 Appropriations Act contained a provision that appropriated $1.1 million to the State Board of Directors for Community Colleges as a special line item. Of this sum $100,000 was a one-time grant to design a statewide plan for interconnecting and consolidating community college, university, and K-12 telecommunications, video systems, voice and data, and to tie individual community college districts' electronic delivery systems together. The additional $1 million was provided to begin implementation.

Support for this initiative was enhanced by development of the Western Governors' University (WGU), a consortium initiated by western states' governors to address projected dramatic increases in the need for higher education access throughout the region. In addition, the Governors have expressed concern that higher education serves the needs of working adults and employers. In the WGU May 1996 implementation plan, the two primary functions of this virtual university were to "broaden access to higher education by fostering the use of advanced technology for the delivery of educational services and to provide formal recognition or certification of learning achieved, regardless of sources."

Additional funding for ALS has been moving forward. In February 1997, an additional $7.5 million was requested - months after the regular budget process was completed. Much of this request was justified on the basis on technology-assisted learning. These initiatives demonstrate the powerful sense among Arizona legislators and legislative staff of need for decisive action to meet the learning needs of the 21st century. The ultimate form, structure, and funding of ALS are still emergent.

Visit The ALS Center for Learning and Instruction (MCLI)'s web site: URL: http://www.mcli.dist.maricopa.edu/

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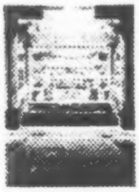

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Abstract: Jackson Community College - A study in continuous quality improvement

Jackson Community College is located in Michigan and for the past four years, it has been engaged in a continuous quality improvement process. The college has broken new ground with employees representing various departments in working together toward common goals of improvement. The college family has agreed that they live in an expanding, global economic age, which requires new responses to customers, innovation, experimentation and teamwork. Continuous improvement principles and practices make it easier to meet the challenges of the college's new economy.

Continuous improvement is a natural evolution from organizational development initiatives of the past, such as participative management, customer-driven marketing, strategic planning, staff development and institutional effectiveness. Continuous improvement helps to integrate these initiatives, provides focus and direction for the future, and promotes development of processes and tools for our success.

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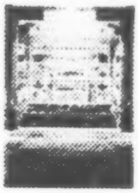

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Case Study - Jackson Community College, Michigan – A study in continuous quality improvement.

This case study was prepared from a compilation of numerous reports issued by the college staff and teams, which are involved in the transformation process of the college. For further information and follow-up please contact Bonnie John-Murray, (517) 796-8629, bonnie_john-murray@jack.cc.mi.us

Jackson Community College is located in Michigan and for the past four years, it has been engaged in a continuous quality improvement process. The college has broken new ground with employees representing various departments in working together toward common goals of improvement. The college family has agreed that they live in an expanding, global economic age, which requires new responses to customers, innovation, experimentation and teamwork. Continuous improvement principles and practices make it easier to meet the challenges of the college's new economy.

Continuous improvement is a natural evolution from organizational development initiatives of the past, such as participative management, customer-driven marketing, strategic planning, staff development and institutional effectiveness. Continuous improvement helps to integrate these initiatives, provides focus and direction for the future, and promotes development of processes and tools for our success.

The College uses three vehicles to address continuous improvement of the system as a whole and its component parts. The first vehicle, "Quality in Daily Work (QIDW)", reflects individuals or teams who wish to document, standardize and improve a system or process. The second vehicle, "Breakthrough", encompasses a team of individuals who come together to work on projects that affect several departments or systems. Most often, the team is looking for major improvements to a major system. The College has many individuals trained and working on QIDW projects and

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Breakthrough teams. These efforts continue on an on-going basis.

The third vehicle was the expressed use the whole College as the system for learning and practicing the process of design. The intent was to learn the process and then transfer the learning to the needed design of the original six systems. As the work of the Design Team proceeded, it became apparent that the process provided enormous opportunity to design the College, as we would desire it to be, that is, the "ideal" College. The design process entails moving toward successive approximations of the ideal, rather than incrementally fixing the college we currently have. The distinction is analogous to creating health, rather than treating disease.

The design process is an iterative process. That is, the design is not complete until it has gone through much iteration, allowing for broad input, deep understanding and shared commitment. By August of 1994, the iterative process produced a design or architecture explicit enough to be shared broadly with all college employees and to provide participation in the continued process. In September on Opening Day, President Lee Howser introduced the design or architecture. He indicated that there would be many opportunities for all employees to participate and contribute to the architecture as a whole, as well as to the design of its component parts. President Howser charged the faculty with designing the "Core Knowledge" component of the change process. Additionally, he reiterated his commitment to the principles and practices of quality and continuous improvement. He recognized that institutions of higher education throughout the country were faced with shrinking resources, reduced enrollments and more students who were inadequately prepared for college level work. He reported that traditional methods were being used to address these conditions, namely budget cuffing and staff reductions, and he expressed his reluctance to use these measures and committed the College to a path of exploration and design. President Howser stated that he could promise no one a job but that his administration was committed to attempting to match individual talents with opportunities and to retraining personnel whenever possible to meet new challenges and responsibilities. He also called for a campus wide visioning process to address the need for a shared vision of our future to inform and guide our decisions, actions and relationships.

THE PROMISE OF A NEW ARCHITECTURE

The Design Team began the process of design by fostering a shared understanding of the context or environment in which the College evolved, the emerging context of change in our environment and the dynamics of the organization which, if allowed to continue, could keep us from creating the kind of future we desire for ourselves and our community. The early development of the College occurred during an era of economic and population growth. While our focus has changed over time as our students and their needs changed, the college pursue continued growth and availability of revenues.

They had began to experience enrollment declines that could have continued if not attended to. Increasingly students were coming to the college with greater academic and social needs. A significant portion of people in the college's community were experiencing a declining standard of living and quality of life. Even among those holding their own, there was a significant concern about the future. There are those in the community who question whether formal academic credentials are still the ticket to success.

The increasing uses of information technology for educational purposes, particularly the packaging of data and facts, was also impacting the college's future. Courses are being taught over the Internet and in department stores. College degrees are available through collaborative efforts of community colleges and Public Broadcasting, and other non-traditional sources. The college needed to think about its role in education, its competition, how they might be impacted and how they could respond to rapid change.

College employees felt frustrated by a lack of shared vision and mission, systems that were disconnected, the pressures of trying to do more with less, outdated and aging equipment, and a decline in their own sense of community. In an era when we need more and better information on which to base decisions, the college staff felt fragmented and disconnected from the sources of information and from the criteria upon which decisions were made.

This abbreviated analysis was part of a much deeper analysis named in the design process "Formulation of the Mess."

Without exception, the college is dedicated to providing the best quality teaching and learning environments and employees are attempting to do their best within the current system. The issues that were faced led the college to believe in the necessity for a design of a new system, which is predicated on quality, and focused

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on flexibility, learning and adaptation in a rapidly changing world. There is much that is good at the College and much that can be proud of.

VALUES UNDERLYING THE NEW ARCHITECTURE

The College has been guided by four values. These values emerged over several years and involved appraisal of the collective past and legacy, as well as efforts to define and shape the collective future in a relatively uncertain world. These values are quality first; a caring, personalized approach; leadership for change; and, focus on the mission. The architecture is consistent with these values and emphasizes individual accountability. The college 's plan is to develop and implement the new architecture, not as a mechanism for downsizing or re-engineering, but rather to meet these goals:

- Organize the college around its core of knowledge, or essence, as expressed through teaching and learning
- Continue our commitment to quality and continuous improvement
- Arrive at and commit to a common vision of the College and its future
- Create and provide educational programs and services for which there is a demand
- Assist those we serve to meet their learning, development and enrichment goals
- Ensure opportunity for every member of the College to express creativity and talent
- Recognize and accommodate all employees by providing opportunity for those who wish to explore, and respect for those who do not wish to do so
- Create flexibility, rather than rigidity, in our employees' roles and job responsibilities
- Commit to a new covenant of service and employment based on shared responsibility for the well-being of the College
- Set explicit responsibility and performance requirements and hold individuals accountable for meeting them

- Provide every employee an opportunity to help shape the future of the College; to bring dreams to reality
- Generate closer and more frequent interaction with and reduce barriers between the College and the community
- Foster win-win interactions, supportive and collaborative relationships between employees and among employee groups
- Provide leadership in creating the next generation of community colleges
- Provide to all employees opportunity for professional development
- Increase College growth capacity and capability to deliver educational programs and services
- Create explicit assumptions and decision-making criteria to enable coherent decisions at all levels

THE TRADITIONAL PLATFORM – AN ARCHITECTURE FOR EDUCATION

When JCC began the design process, it was clear that in addition to creating a new architecture of delivery of educational programs the on-going established system of instruction needed also to be available. In this manner faculty who did not wish to transform could still operate in the established, although reengineered instructional pattern. This track was termed within the new architecture the "Traditional Platform," which contained the conventional college programs that lead to degrees, certificates, or transferable credit. The two major components, Transfer and OEWD (Occupational Education and Workforce Development) had the primary tasks of establishing and maintaining programs, scheduling courses, furnishing guide-sheet information, negotiating articulation agreements, and coordinating marketing efforts. While the Transfer component concentrated on students intending to transfer and on contacts with postsecondary educational institutions, the OEWD component dealt with students intending to move directly into employment from JCC, satisfying requests of employers for training needs, fulfilling accreditation requirements, and negotiating articulation agreements with high schools. Partnerships with both four-year institutions, career centers and high schools, employment services, and companies are important to both of these major components.

Both areas realized that students do not see education separating into either transfer or occupational education, but rather knowledge that prepares them for a career. Nor do they see their education simply starting at JCC and ending with a job and/or degree. In fact, Graduate Follow up Surveys show that about 80% of respondents earning associate degrees, and 35% of certificate students, plan to earn a bachelors or advanced degree at some point in their future. Occupational students plan to complete further degrees, and transfer students plan to qualify for employment. For our students and community, education becomes a continual life process. The efforts of the Traditional Platform design team, then, was to examine ways to best make available and deliver educational experiences that will effectively serve students and meet the needs of employers and the community at all points along a continuum from entry-level training to high-level specialized knowledge.

There is concern that the American education system is not adequately preparing the current and future workforce to be competitive in a global economy. There is recognition that whereas the industrial worker only needed to be able to read and follow directions, the knowledge worker needs to be able to read for meaning and make decisions based on multiple sources of information; and whereas the industrial worker only needed to be able to do simple arithmetic calculations, the knowledge worker needs to able to understand simple algebra and use statistical methods in making data-driven decisions. Beyond these increased basic skill sets the knowledge worker needs to develop the attributes of adaptability and flexibility, and become a multi-skilled contributing member of a work team.

The challenge becomes how to economically and efficiently fit together curriculum that is transferable to other educational institutions, that is meaningful for employment, and that is accessible to students in time, location, and methodology. At the same time, certain professions have requirements set by accreditation boards and licensing procedures which both curriculum and students must meet.

To develop proficient and multi-skilled workers implies that programs must cross a range of topics as appropriate, making the isolating effects of "siloing" programs less useful. To meet the needs of all students a program could include a developmental aspect as students gain literacy in their general disciplines, and a continuing education aspect as students seek to specialize and update their skills.

Frequently, students who are undecided lose credits when finally declaring a major. Transferring within, between, or among educational institutions should be simple and considerate of student needs. Transitions within and among programs, schools, and employment should be as seamless and helpful as possible.

Students need programs that prepare them for an adequate standard of living and are convenient, accessible, and meaningful. They want to be able to take the courses comprising the programs on a schedule that accommodates their work and family needs, and be able to progress steadily through programs without bureaucratic delays or conflicts. Students want to have easy, smooth articulations, and not spend time or money retaking similar or identical classes. They want the programs to comply with the requirements on the next part of their own continuum, whether at a university, at another college, or on a job.

Students and employers both need:

- relevancy;
  - early goal setting and initiation into a program, that is, a personalized learning plan to help them achieve their goal;
- a strong base in the chosen fields and supporting coursework;
- flexibility in educational experiences, timing, and access;
  - easy entry into and movement within the educational community and into employment;
- the ability to move in and out, or progress through the educational continuum.

The Traditional Platform provides the context for:

viable educational experiences;

preparation and transition to further education and employment; and

on-going personal and extended learning

The Traditional Platform creates the context for a continuum of lifetime education by providing meaningful educational experiences that fit the needs and goals of students. The Platform creates flexible programs of study that fit current and emerging needs while meeting requirements for employability, preparation for licensure, articulations, equivalencies, and accreditations.

CORE (the component responsible for learning methodologies and pedagogy) designs, reviews, monitors and assesses courses. The Traditional Platform creates new programs, and reviews, evaluates, and eliminates existing programs. It packages courses into programs that are effective and meaningful for students in their efforts to transfer, and meet employment and personal goals.

As appropriate, programs offer a range of education opportunities from entry-level development in the specialty, to specialized training, to ongoing extended learning. Programs may be oriented more specifically to be able to:

- earn degrees, certificates, and preparation for licenses which validate knowledge or skill level and meet the standards of transfer institutions, accrediting agencies, and employment;
- offer extended learning and enrichment experiences to enhance and/or update skills;
- lead directly to employment;
- maximize transferability to other educational institutions; and
- support students in choosing and pursuing career paths.

The key function of the Platform is to build, review, revise and eliminate programs and collections of learning experiences. Packaging programs includes:

- Building programs by selecting the appropriate learning experiences and ensuring inclusion of ADOs (Associate Degree Outcomes);
- Providing ways for students to explore programs, as preliminary steps in goal setting, or to develop specific skills through extended learning;
- Revising and updating programs based on student, professional and other forms of feedback;
- Reviewing programs for currency, need, appropriateness.

effectiveness;

- Eliminating programs or majors when appropriate;
- Providing programs and degrees that move students toward their goals or assist students in finding other educational resources;
- Scheduling times and locations of courses and programs to best meet the needs of students;
- Coordinating program promotion with marketing;
- Staffing courses and programs in conjunction with CORE to best meet the needs of students.

Programs may include externships, internships, capstone classes, service learning, and portfolios. Providing a collection of learning experience includes:

- Creating, reviewing and evaluating a collection of developmental, enrichment or the continuing education learning activities;
- Providing ways for students to explore areas of personal or professional interest;
- Scheduling times, locations and delivery methods of learning experiences to best meet the needs of students;
- Coordinating promotion with marketing;
- Staffing courses and learning experiences in conjunction with CORE to best meet the needs of students.

In addition to managing programs and collections of learning experiences the Platform has the responsibility to organize and/or maintain many activities. These activities include:

- Develop course schedule in coordination with CORE and extension sites;
- Complete Perkins grant;
- Manage Academic Games;
- Manage Four-Year College Visitation;

- Negotiate articulation agreements and distribute updated information;
- Maintain current guide-sheets and course equivalencies and distribute updated information;
- Monitor and report transfer and licensure rates to appropriate entities;
- Contribute to recruitment and goal attainment plans;
- Serve on academic and other committees and boards.

Program Management:

- Build, review, revise and eliminate programs and collections of learning experiences
- Determine program entry requirements as necessary (e.g., Nursing)
- Maintain active advisory boards
- Assess customer satisfaction with programs and collections of learning experiences
- Assess program success

Program Access:

- Schedule time and location of courses
- Staff courses in conjunction with CORE and extension sites

Articulations:

- Negotiate or update articulation agreements
- Establish and update course equivalencies and guide sheets

Promotion:

- Formulate marketing plans
- Coordinate events and activities related to programs and learning experiences

Daily Operations (shared services):

- Budget management
- Space utilization
- Identify existing and new staff needs to CORE

Synergy

The Platform works closely with all areas of the College and the community

to provide programs and other learning experiences. Interactions of the Platform

are:

- Maintain a collaborative relationship with CORE to build, review, revise and eliminate programs;
- Work with advisory committees to build, review, revise and eliminate programs;
- Collaborate with Student Development in recruiting and retaining students;
- Collaborate with Marketing in developing promotional activities, publishing catalog and course schedules, and maintaining the web site;
- Coordinate internal communication and external marketing of programs with Marketing, program coordinators, and Student Development;
- Collaborate with Continuing Education and the Center for Workforce Development to deliver learning experiences;
- Coordinate with CORE and extension sites to build course schedule;
- Collaborate with Student Development to match students to appropriate School;
- Coordinate with CORE and Student Development to support Academic Advising;

- Coordinate with Information Technologies to deliver programs in a variety of formats.

Latency

The Platform develops and assesses programs to meet current an emerging needs. The Platform works with:

- Accreditation agencies and advisory boards;
- Program coordinators;
- Institutional Research staff;
- Four year colleges and universities;
- Licensing and certification board

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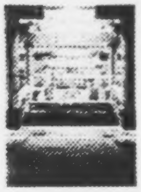

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Abstract: Administrative Leadership Institute (ALI) - Los Angeles Community College District

It is apparent that a key element in the continued success of community colleges and in their capability of adapting and changing to the current environment lies in the ability of those who administer and lead to perform effectively. While professional development activities and programs are widely available, there is a significant absence of systemic mid-level management training within an organization. This case study describes one specific response to such an approach. It recounts how the *Administrative Leadership Institute* (*ALI*) was conceptualized, developed, and implemented over a two-year period. The study begins with a brief discussion of the need for this approach to professional development. It describes the process followed by the Los Angeles Community College District in establishing the Institute. In identifying the challenges overcome in that process, it outlines the *ALI* program model and contents and concludes by recommending how other organizations can develop comparable strategies for addressing similar needs.

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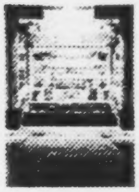

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Administrative Leadership Institute (ALI) - A Systemic Approach to Leadership Development for Mid-Level Managers in the Los Angeles Community College District

This case study was prepared by Mary S. Spangler, Ed.D, President of Los Angeles City College, prepared this case study narrative and was written as a chapter of a book which will be published by Jossey-Bass in the latter part of 1997. For more information please contact Dr. Spangler at spanglms@laccd.cc.ca.us or Vice Chancellor Victoria Muñoz Richart

Overview

It is apparent that a key element in the continued success of community colleges and in their capability of adapting and changing to the current environment lies in the ability of those who administer and lead to perform effectively. While professional development activities and programs are widely available, there is a significant absence of systemic mid-level management training within an organization. This chapter describes one specific response to such an approach. It recounts how the *Administrative Leadership Institute* (*ALI*) was conceptualized, developed, and implemented over a two-year period. The chapter begins with a brief discussion of the need for this approach to professional development. It describes the process followed by one community college district in establishing the Institute. In identifying the challenges overcome in that process, it outlines the *ALI* program model and contents and concludes by recommending how other organizations can develop comparable strategies for addressing similar needs.

Based on the recognition of a need for a *systemic approach* to leadership development, the program described here is grounded in several assumptions. These include the expectation and acknowledgment that administrators/managers value collegiality, are leaders who are expected to demonstrate leadership as part of their professional responsibilities, have the requisite skills needed to be effective leaders and can benefit personally from participation in a group-oriented program, are willing to share their knowledge and

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experience to support colleagues wanting to expand or renew their skills, and recognize the importance of attracting and preparing potential leaders.

The Need for Systemic Leadership Training

In California, professional development funds are provided by the state for community college personnel, but the manner in which the funds are expended is determined by the receiving institutions. Generally, the funds are used by *individuals* to attend conferences and workshops pertaining to their *particular* interest, area of expertise, or self-acknowledged need for information about a special program or challenge. KIM (1993) states that "organizations ultimately learn via their individual members" (p. 37) through a transfer of the learning that occurs between the individual and the organization. Training *by* and *within* an organization of a *cohort* of individuals already in leadership positions or interested in moving into such positions remains unaddressed. Consequently, the opportunity to create a learning organization SENGE (1990) --for a critical mass within the organization to form so that the organization as a whole learns--is generally untapped or lost.

Another reality readily observed within larger community college districts and documented in the practitioner's literature is that those moving into mid-level management positions, and managers and administrators moving to higher positions, generally do so without formal training to assist them in functioning effectively. Training for them is usually OJT—"on the job training." The perception, if not the reality, is that the management and delivery of the organization's services, the expansion of management skills and knowledge base, and the ability to recognize and respond to extra-organizational needs and imperatives are impacted.

While it is clear that rapid and radical change threatens the vitality of many community colleges, it is undisputed that the role of academic leaders is to manage the transformation process effectively (Carter & Alfred, 1996; Lorenzo & Zajac, 1996). As Stephen Covey (1992) notes, "Training and development programs should evolve naturally from the [organization's] vision, mission, and principles. Programs should attempt to empower people to soar, to sail, to step forward bravely into the unknown, being guided more by imagination than memory, and ultimately to reach beyond their fears and past failures (p. 72)."

Against the background of change and the stresses and demands attending this reality, the concerns for leaders at all levels are how to survive and succeed, how to develop a sense of the future, and how to develop skills in shaping leaders at the departmental or organizational level (McAdams, 1996). Carter and Alfred (1996) note that theory and past practice do not provide guidance in this unchartered territory but that trial and error tactics abound. Gmelch and Houchen (1994) use the term "amateur administration" to identify faculty who move into the administrative rank as department chair. Seagren and Dockery (1996) note that training is necessary for the successful management of decline and competition, yet higher education institutions are "among the few organizations that do not provide training for middle management" (p. 33). The literature identifies the skills necessary for leadership and the roles that administrators and leaders are expected to play along with their accompanying responsibilities. It also addresses the challenges to sustaining the transformation process. The formal education in these areas has been assumed primarily by university programs and by separate conferences, symposia, and workshops. Yet constraints imposed by the institution and outside agencies complicate the confluence of responsibility and time urgency and, often significantly, threaten the ability to function, adapt, and transform. Diamond (1996) addresses the complex tasks facing today's unprepared managers: "The time has passed when this crucial position [of department chairperson] can be a pre-retirement stopover or an assignment that faculty members take turns at filling simply because 'someone has to do it'" (p. B2).

Establishing the Institute: A Case Study

The Los Angeles Community College District (LACCD) is one of 71 community college districts throughout the State of California. It is a public, nine-college district covering a service area of 882 square miles in Southern California. With approximately 100,000 students of the 1.5 million enrolled annually throughout the state, the LACCD is not only the largest in California but also the largest in the nation. Besides having the distinction of serving the greatest number of students in the country, the LACCD is unique in its ethnic makeup. The latest data show that Hispanics comprise 42% of its student population, 23% is White, 18% is African American, 15% is Asian, and 2% is other ethnicity's. Personnel include 123 administrators and managers; 1498 full-time and 2048 part-time faculty; and 5916 classified staff.

The initial idea for a systemic approach to leadership development originated in June 1995 with the LACCD's Joint CIO/CSSO Councils.

a group of 20 senior administrators from the nine colleges and the District office. At the annual retreat sponsored by the Office of Educational Services under the direction of the Vice Chancellor of Educational Services, the administrators selected as a primary educational goal for the year the development of an in-District training program. They recognized the need for a systemic approach to upgrading and expanding the skills of administrators at all levels while providing a resource to attract and train potential administrators. At that meeting they selected the author as chairperson.

Before the chairperson established a working committee, the Councils' resolution to develop the concept as a proposal was presented to and approved by the Chancellor's Cabinet late that fall. In December 1995, eight volunteer administrators from academic affairs, student services, and administrative services formed a representative committee.

During 1996, the committee—eventually named the *Administrative Leadership Institute* Advisory Board—met monthly to brainstorm, share ideas, and create a draft proposal. In creating a proactive program to invest in and cultivate the LACCD's personnel assets, the *ALI* Advisory Board discussed multiple issues. In developing the Institute's curriculum, the advisory board also addressed program segments, recruitment and enrollment, informational materials, and evaluation measures. In early spring, the Cabinet representative on the Advisory board presented the preliminary draft to the then-Chancellor and Cabinet for approval. The draft was accepted with a recommendation to identify a funding source. At the 1996 Joint CIO/CSSO Councils' retreat, the same draft was presented for discussion and recommendations and then approved. It was also presented separately to the CBO Council and received their strong endorsement.

That summer there was a change in the LACCD leadership, with a new Chancellor arriving in August. This event necessarily delayed implementation originally planned for Fall 1996; instead, the Institute concept was readied for presentation to the new Chancellor and Cabinet in late fall. He, like his predecessor, recognized the need for leadership training and saw the Institute's potential for becoming a change agent within the organization. He endorsed the program heartily, approved a presentation of the final proposal to the LACCD Board of Trustees at its December 1996 meeting, and provided the seed money to initiate activities in Spring 1997. These included a Spring Colloquium on "Creating a New Leadership for the LACCD" to kick off the Institute and a three-day Covey Leadership workshop on

"Principle-Centered Leadership." Based on attendance and evaluation data summarized below, both activities were overwhelmingly successful.

During Spring 1997, the *ALI* Advisory Board identified funding for the Institute, wrote an RFP to select an outside consultant to implement the approved program, and prepared for fall activities. The LACCD Board of Trustees approved 1997/98 funding, the consultant was selected through the bidding process, and the dates for the year's workshops were scheduled.

The *Administrative Leadership Institute* Program Model

The *Administrative Leadership Institute* is LACCD's systemic approach to leadership training and development. Its primary function is to develop the effectiveness and talents of each administrator and potential administrator as an educational leader committed to supporting and facilitating the mission of the District's nine colleges. In developing the model and creating a proposal, the Advisory board addressed *mission statement and goals, benefits, organizational structure, funding sources and budget,* and *implementation timeline*.

Mission Statement and Goals

To capture the primary intention of the Institute, it was important to frame a mission statement. This formal statement conveys *ALI*'s direction to those approving the plan, to those interested in applying to the Institute and participating in its activities, and to the *ALI* Advisory Board members selecting its content and activities. The approved mission statement is

> *The Los Angeles Community College District strives to provide a supportive environment characterized by respect, collegiality, and trust among and for its administrators and managers. Through a systematic program of colloquia, presentations, and seminars, the Administrative Leadership Institute is a means by which all current and potential administrative staff can expand their skills and strengthen their effectiveness as educational leaders.*

In achieving this mission, the Advisory board identified as goals to exercise leadership in a shared-governance environment, expose participants to various models of administration, create a resource for current administrators to expand their skills, provide an opportunity and a learning environment for potential administrators and managers, and create professional opportunities for pleasurable and productive learning.

Benefits

Several key benefits are expected from participation in the Institute's activities. These include strengthening leadership morale and utilizing human resources more effectively within the District. While providing opportunities to enhance administrative skills, the program helps to develop potential administrators and managers and to attract a strong, diverse pool of candidates for administrative positions. Other benefits include improving communication among the administrative staff and providing information for long-range planning.

Organizational Structure

The Advisory board composed itself as a representative body of administrators and managers. Its nine members include a college president as liaison to the Chancellor's Cabinet, administrators representing the three service areas, a classified manager, and a vice chancellor as District liaison.

The advisory board members worked collaboratively, in addition to their regular responsibilities, to create a viable proposal. The chair took responsibility for developing the agenda, convening the meetings, assigning tasks, and coordinating activities. Once the project received funding, it was determined that a more formal approach was appropriate. Tasks were differentiated and assigned separately by title. Under the guidance of the Advisory board, the program of colloquia, presentations, and seminars is organized and administered by an outside consultant functioning as program director.

Participation in the Institute is open to all regular, full-time LACCD employees, including certificated administrators and classified managers, department chairpersons, faculty, and support staff who completed the application by the established deadline.

Funding Sources and Budget

It was clear once the concept was approved that the issue of funding would be the most difficult challenge to overcome; however, rather than let the absence of funds stall the development process, the advisory board members put the item at the end of issues needing resolution. With reference to the *ALI* Advisory Board, there was an unspoken or more possible funding sources: the LACCD Staff

Development Committee, the LACCD Budget Committee, the Chancellor [his discretionary funds], or the Board of Trustees. It also became apparent that the Advisory board members would not be able to implement, manage, and conduct the programs, in addition to their regular duties, without significant auxiliary support. Consequently, whether an outside consultant or an in-house staff development manager was finally chosen, a substantial commitment to fund the program would be essential in order for it to become a reality.

The advisory board developed a budget to include the following:

- the initial budget to establish the project and suggestions about funding sources
- a budget projection for an 18-month program of seminars and program evaluation at the end of the one full year of operation
- an internship program to begin in the second semester of the second year.

Assuming the program's success, the District will need to provide continuing financial support.

The final approved budget reflected the expectation that office space and furnishings be provided by the District and that the program not be subject to charges for electricity, heat, and general maintenance. Telephone, postage, printing, presenters' fees, and mileage were included.

The consultant's one-year contract is to manage registration, develop seminar materials and workshop presentations as approved by the advisory board, and conduct or subcontract eight two-day seminars at specified times. The support personnel, duplicating resources, physical location, and food are provided by the District. Participation in the workshops, colloquia, and seminars is free.

Implementation Timeline

The original timeline was revised several times because of circumstances outside the control of the Advisory board. The first major hurdle to overcome was approval by the Chancellor's Cabinet to develop a proposal tailored to the educational goal established at the Joint CIO/CSSO Councils' 1995 retreat. Another delay occurred when the then-Chancellor left and new *ALI* approval and request for funding from the in-coming Chancellor were necessary. Another obstacle involved identifying the source of funding. While the new

Chancellor provided seed money for the Spring 1997 activities, the amount requested for the first full year was too large to be funded from his discretionary account. Concerns raised about the use to which the requested funds would be put delayed the final funding. The need to prepare an RFC and bid the project also lengthened the original timeline. Total delays added approximately one year to the project. However, following conceptual approval in September 1995, the major stages and activities were

- *Development of Preliminary Draft*--September 1995 to February 1996

Assemble a committee of responsible and committed administrators, identify programmatic assumptions, create a mission/goal statement, articulate benefits, and identify possible seminar topics.

- *Presentation for Cabinet Approval*—April 1996

Present a preliminary draft for discussion and comments, identify program components and basic needs, and secure commitment for funding support.

- *Development of Program Model*—May 1996 to September 1996

Develop thematic workshops, consider different strategies for delivery, refine funding needs and develop preliminary budget, create draft packet of materials for distribution, and present finished proposal to CBO/CIO/CSSO Councils for review.

- *Planning for Spring 1997 Implementation*—October 1996 to January 1997

Develop a calendar of activities, recruit area liaisons, create information brochure and application and strategies for recruiting at each college, develop the program and identify the presenter for the Spring Colloquium, and arrange for facilities and registration.

- *Implementation of Administrative Leadership Institute*—January 1997 to May 1997

Train area liaisons, hold recruitment meetings at each college, receive applications and develop a communication process, notify participants, hold and evaluate the Spring Colloquium, make facilities arrangements and select/notify participants for the three-day leadership workshop.

The *Administrative Leadership Institute* Program Content

Clearly one of the biggest challenges was to frame a program that would be meaningful in content, feasible to implement, and attractive to the District's employees. Such a program had never been offered in the District's history so there was little on which to project the interest it might generate. In developing the content, the Advisory board addressed program segments, recruitment and enrollment, and information materials.

Once it was agreed that participation would be all-inclusive, the advisory board members framed the program's scope and focused on the type of training that appeared to be most needed based each one's personal observations. This part of the planning took several meetings, as topics were brainstormed, organized, and reorganized. At the same time, decisions about the length of the program influenced decisions about the manner of presentation.

Program Segments

The 18-month program consists of three semester-long segments of seminars around one theme. The themes are *administrative concepts, survival skills,* and *applied knowledge*. Each segment includes a series of topics bearing directly on the employees' knowledge and skills as members of the LACCD. While retaining some flexibility in combining related topics, the consultant will work closely with the advisory board and the approved subject outline.

I. Administrative Concepts

- Team Building
- Managing Good Employees
- Leadership and Management
- Chairing a Committee
- Building Consensus
- Taking Risks Strategically
- Dealing with People
- Selling an Idea

- Creating a Work Ethic
- Educational Philosophy
- Board Members
- Chancellor/Presidents
- Shared Governance
- Organizational Models

II. Survival Skills

- Interview Techniques
- Interviewee
- Application and Resume
- Selection Committee Experience
- Establishing Priorities and Balance
- Stress/Time Management: Professional
- How to Choose Key Activities
- Required Committees
- Managing Change
- Developing/Maintaining a Network
- Directory of Experts
- Campus/District/Region
- Role of Professional Organizations

III. Applied Knowledge

- District Rules and Guidelines
- Programmatic Scheduling
- Employee Supervision

- Knowledge Needed for Job X
- Budget Preparation and Issues
- Legal Issues
- Contractual Issues
- Compliance Issues
- Conflict Resolution
- Mediation
- Information Technology Issues
- Recruitment: Students/Staff/Faculty
- Technical Expertise
- Computer Access/Skills
- Instructional Scheduling
- Document Preparation
- Hiring Processes
- Supervision of Special Projects
- Using Research Data
- Performance Evaluation
- Public Relations

A district-wide colloquium and a 3-day workshop on leadership will be included each semester. Upon completion of the 18-month program, a limited number of individuals will be eligible to apply for a fourth-semester optional intern project. The number of internships will depend on the amount of funding available to temporarily release an individual from a regular assignment. In order to identify who will participate, there will be a call for applications. To be eligible to apply, an applicant must be a member of the *Administrative Leadership Institute* and must have accumulated at least 12 of a possible 18 points from attending the workshops and seminars. Each *ALI* activity counts 1 point. The advisory board reviews and evaluates the applicants' response to the criteria for internship, including their objective in applying, their career goal, and how participation would advance that goal. In addition, letters of recommendation and supervisor support are required. The advisory board announces the interns selected and the locations and mentors they are assigned to.

Recruitment and Enrollment

The original issue with recruiting participants concerned who should or should not be eligible. While the *Institute* was first conceptualized as being for current administrators, it was later expanded to include eligibility for all LACCD employees. The primary concern was whether enough individuals would express interest. It became clear later that the concern was unfounded. In fact, the response was overwhelmingly positive and emphasized both the need for such a program and the fact that the District might well have previously addressed the issue of professional development in a systemic manner. At the outset, the expectation was that a small group of current administrators would most likely be interested in advancing their careers. No member of the Advisory board expected the level of interest that was finally expressed, but during the development phase it was agreed to broaden the scope of the program and include all levels of employees.

Several strategies for recruiting participants were considered. The final choice was to invite two individuals at each location—one certificated administrator and one classified manager—to work as a team to conduct the recruiting and to function as the liaison to the advisory board. In that manner, the two-person team would become connected to *ALI*, broaden the involvement in Institute activities, and provide an opportunity for leadership experience. It was also important that the team would know the culture of their college and, therefore, would know best how to present the materials and approach potential applicants.

In January 1997, in preparation for the July 1997 program start date, letters of invitation went out to selected individuals asking them to be an Area Representative and attend a training session to familiarize them with the Institute. The Advisory board would model for them how to recruit at their location. A two-hour agenda included the Institute's formation, its goals and benefits, and training on how to set up a recruitment session. Slides and a script were distributed along with a packet of 20 invitation letters and applications for the Area Representatives to distribute at their colleges. A deadline for submitting applications was also given.

The result of that recruitment yielded approximately 240 applications. These were converted into a database for future use. This number was later reduced to 220 by clarifying participation as being limited to regular full-time faculty and administrators. Based on the response and the number of inquiries received after the deadline, the program will open another recruitment and enrollment period in January 1998 and include part-time employees.

Informational Materials

Early in the development process, the Advisory board identified the *Administrative Leadership Institute* as the name for the program. The choice was intended to emphasize the primary goal of attracting, preparing, and strengthening administrators and managers. A logo and stationery layout was also determined so that communications would have a distinctive look that would eventually be identified with the program. A masthead with the Advisory board members' names, board positions, and administrative assignments was also developed.

One advisory board member worked with a graphic artist to create a recruitment brochure and application. The brochure includes the Institute's mission statement, goals, benefits, thematic seminars, a brief sketch of the Institute's origination, enrollment information, the *ALI* Advisory Board membership, and LACCD-required information. This is compiled in an attractive 8 ½ x 11" folded and stapled, two-color brochure. The accompanying two-sided application includes employment information along with the requirement for the applicant's supervisor's signature. The reverse side provides space for the applicant to write a brief statement about the reason for wanting to participate and what he/she hopes to accomplish through the Institute.

Other recruitment materials developed were a recruitment script, color transparencies, and a PowerPoint slide presentation. A newsletter to maintain communication and encourage networking will be published monthly by the consultant with information provided by the advisory board. As a result of the first colloquium, a booklet of the notes made during the working sessions was compiled and distributed to all who attended.

Evaluation Measures

Once it was evident that the program was going to be a reality, the advisory board determined that collecting evaluation data would be important in requesting continued funding and in demonstrating positive outcomes. The institutional researcher at one of the colleges volunteered to run the Scantrons and compile the data. During Spring 1997, two surveys were conducted.

The first survey was an evaluation of the Spring Colloquium. A total of 212 forms were returned. All District locations were represented. Distribution by job category indicated that 63 were faculty, 62 classified staff, 61 were administrators (academic and classified), with the balance not responding. Five questions were asked, with 1 being low and 5 high.

- To what degree did the Colloquium meet your expectations? **4.13**
- To what degree was the information useful in developing leadership skills? **3.19**
- To what degree did you find the small group activities effective? **4.34**
- To what degree was stated goal number 1 [announced at the outset] accomplished? **4.08**
- To what degree was stated goal number 2 [announced at the outset] accomplished? **4.19**
- The overall evaluation averaged **4.13.**

Included with the survey were 15 topics. Participants at the workshop were asked to select and rank the three topics, which were of greatest interest to them. This selection yielded the topics most interesting as *team building, taking risks strategically,* and *managing "below work performance standards" employees*. The next most interesting topics were *creating a work ethic, organizational models/structure, dealing with people, building consensus,* and *selling an idea.*

The second survey was an evaluation of the Covey workshop on "Principle-Centered Leadership." Participation was limited to 70 *ALI* members. A total of 66 forms were returned. All District locations were represented. Distribution by job category indicated that 17 were faculty, 16 classified staff, and 29 were administrators, with the balance not responding. Five questions were asked with 1 being low and 5 high.

- To what degree was the information useful in developing

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leadership skills? **4.89**

- To what degree will you be applying/utilizing the information acquired at the workshop in your current position and in your personal life? **4.65**
- To what degree did you find the information useful in assisting you in furthering your career goals? **4.73**
- To what degree would you recommend this workshop to your colleagues? **4.94**
- To what degree did this workshop meet your expectations in terms of what you expected in the Administrative Leadership Institute? **4.94**
- The overall evaluation averaged **4.92.**

Recommendations and Findings

The experience of developing a concept into an actuality is worth the doing. In the process, friends are made, things are learned, people are influenced, and attitudes develop. However, in the absence of a mandate in the beginning, seeing a project from inception to expression is fraught with distractions and frustrations. It may be that other attempts to initiate a leadership program would require funds before individuals would be willing to spend time beyond their regular responsibilities working together to develop a concept. To increase the likelihood that the elusive opportunity to create critical mass and effect change will succeed, several recommendations are offered.

1. To create a similar program, assemble a team of individuals with a high degree of responsibility combined with a willingness to take on additional work and share and learn together.
2. Meet on a regular basis, differentiate and assign tasks, and set goals and deadlines while keeping the meetings fun and informal. Maintain a sense of camaraderie throughout the planning stages.
3. Keep the needs of the organization clearly in mind while keeping the planning group small and focused on the tasks at hand. In the early stages especially, keep the upper-level decision-makers and approvers fully informed of the planning group's progress, needs, and expectations.

4. Once the program has been accepted and approved in concept and funding has been identified, select a contact person—possibly an outside professional consultant—to facilitate and manage its implementation, handle the distribution of information and registration materials, and conduct an assessment and evaluation of its effectiveness.

5. Provide a communication vehicle for the participants, inform supervisors of participants' contributions to management-related activities, share the credit to all involved, and distribute evaluative data within the organization.

Concluding Thoughts

A memorable video, produced by the noted author Stephen Covey, illustrates the power of a single individual to unwittingly effect significant change. It demonstrates the impact of unintended consequences. The video begins with a handshake between an Australian fisherman and a local businessman to seal an agreement on buying fish and ends by revolutionizing the fishing industry in that country. A similar, apparently small initial effort to meet a real need has unintentionally become part of the catalyst for change embarked on within the Los Angeles Community College District. The extent to which this agent for change will produce discernible outcomes has yet to be determined. However, had anyone *assigned* the task of creating such a project to a member of the *ALI* Advisory Board, it is likely the Institute would still be a fleeting thought, a good idea not enacted. Instead, it is a growing, dynamic change agent born through teamwork, fun, and more than a few pounds of chocolate.

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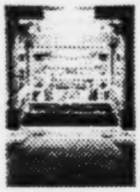

Abstract - DATA PANELS - a system to keep all occupations current with state of the art practices

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DATA (Developing a Task Analysis) is a methodology for curriculum redesign in the occupational areas and it is based on the principle that skilled workers are better able to describe their occupation than anyone else. As such these skilled workers can better address the training needs of all occupations. This methodology is now being used in the LACCD colleges to analyze all occupations in order to stay current and address future training needs of the workforce in the Los Angeles basin. The case study describes the very simple methodology to create and execute a DATA Panel.

Click here if you are interested in the DATA Panel case study.

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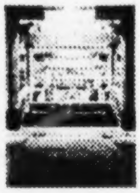

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Case Study : The Data Panel - A method of Developing a Task Analysis for all occupations- an industry-based initiative of the **Los Angeles Community College District**

This case study was prepared by Richard Pfefferman Ph.D., Coordinator of Workforce Preparation, Los Angeles Community College District. For more information contact Dr. Pfefferman at Pfeffer@laccd.cc.ca.us

DATA (Developing a Task Analysis) methodology is based on the principle that skilled workers are better able to describe their occupation than anyone else and as such can better address the training needs of occupancies. This methodology is now being used in the LACCD colleges to analyze all occupancies in order to stay current and address future training needs.

The first step in the process is selecting a DATA Panel. Panel members are recognized expert workers currently engaged in the occupation being analyzed. Sometimes "working" managers or supervisors, or those with wide and recent experience with the actual tasks, may be chosen to participate. The DATA Panel works as a group to produce a profile of duties and tasks. Active panel involvement throughout is essential to ensure a thorough, up-to-date and complete profile.

The second step is conducting a DATA workshop. The workshop provides the opportunity for industry experts to identify the tasks performed by a competent person in his or her occupation.

At the completion of the two-day workshop, panel members will have created an accurate job description and task analysis for their occupation. When published, this document (of which each panelist will receive copies) can be used to determine entry-level skills as well as to evaluate performance of workers.

This is accomplished through a brainstorming process. The end result is a task profile (the DATA chart) for a specific occupation.

The workshop is therefore the central component. Following is a description of the components required to lead a successful DATA Panel workshop.

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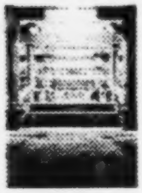

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Abstract - UNITE LA - a comprehensive citywide partnership to create change - Los Angeles Community College District

The Urban Network for Improving Training and Education in Los Angeles (UNITE-LA) is a community of committed partners in Los Angeles who have the means and the will to affect change in our educational system and move us toward a new reality. This reality encompasses a comprehensive, fully integrated system of educational and career experience opportunities that prepares all students for high-skill, high-wage jobs and facilitates lifelong learning.

A critical part of the LACCD's mission is to restore the word *community* to its central status in the conception of "Community College." We recognize that building a system that facilitates full collaboration of all stakeholders in the economic, social and cultural development of Los Angeles is essential to our fulfillment of this mission. Through meaningful inclusion of business, labor, education, government, and community-based organizations, the UNITE-LA Plan represents just the type of collaboration model Los Angeles needs at this time to guide its journey along the path to becoming a cohesive community.

Click here if you wish to read the UNITE LA case study.

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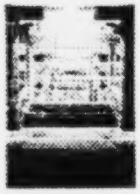

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Case Study : UNITE LA - The Urban Network for Improving Training and Education in Los Angeles - A initiative of the Los Angeles Community College District

Introduction:

This case study was prepared by the Coordinator of Workforce Education of the Los Angeles Community College District, Dr. Richard Pffeferman and he can be reached at Pfeffer@laccd.cc.ca.us

A critical part of the LACCD's mission is to restore the word *community* to its central status in the conception of "Community College." We recognize that building a system that facilitates full collaboration of all stakeholders in the economic, social and cultural development of Los Angeles is essential to our fulfillment of this mission. Through meaningful inclusion of business, labor, education, government, and community-based organizations, the UNITE-LA Plan represents just the type of collaboration model Los Angeles needs at this time to guide its journey along the path to becoming a cohesive community.

The Urban Network for Improving Training and Education in Los Angeles (UNITE-LA) is a community of committed partners in Los Angeles who have the means and the will to affect change in our educational system and move us toward a new reality. This reality encompasses a comprehensive, fully-integrated system of educational and career experience opportunities that prepares all students for high-skill, high-wage jobs and facilitates lifelong learning.

The most daunting problem faced by those of us charged with providing workforce training to the "community" of Los Angeles is the sheer enormity and diversity of the area. Though many impressive educational and economic development efforts are underway, there is no central coordinating facility through which resources can be leveraged and meaningful communication between stakeholders established. To be effective, any plan to address Los Angeles' workforce training needs must have buy-in from each local community as well as from large and small businesses in high-growth industries who provide employment citywide.

The UNITE-LA plan ensures *local* involvement through eleven Local Area Consortia. At the same time, it assures guidance on issues that *transcend* local concerns from area-wide working groups--six Industry Consortia, an Education Network and a Labor Consortium--and through representation of all sectors on a coordinating Leadership Board. The plan targets six growing Industry Clusters: New Media & Entertainment, Transportation, Health & Biotechnology, Travel & Tourism, Business & Finance, and Manufacturing, Technology & Communications.

Grade-school students will climb their way up a ladder beginning with career exposure, progressing through career exploration, then focusing in on career preparation and culminating with career experience, the two ladder rungs provided at the community college level. Through the cooperative effort of education at all levels and active participation of business and industry, this 5-year effort will produce integrated career pathways, unrestricted by the limits of opportunities within local geographic boundaries

The LACCD is a central partner in the UNITE-LA coalition. Our participation includes: serving actively on advisory committees at all levels; working cooperatively with business and industry partners to ensure effective work-based components to all workforce training programs; escalating efforts to articulate our services with those of other partners throughout the region; organizing and conducting professional development activities for faculty, counselors, and staff; and working with community-based organizations to bring out-of-school youth into both the educational system and the world of work.

Background:

The UNITE-LA coalition was formed in September, 1995 in an attempt to create an extensive and inclusive School-to-Career (STC) system in Los Angeles. In November, 1995 we submitted a proposal for funding to the Federal School-to-Work Office, since California had not received a federal grant from which to sub-grant for that year. The core partners began meeting regularly and the Leadership Board, the UNITE-LA governing body, also instituted quarterly meetings.

UNITE-LA did not receive that grant. Nevertheless, the partners persevered in their efforts, leveraging as many resources as possible from other sources to implement as much of the plan as possible. The Los Angeles Community College District, for example, allocated a substantial portion of its VATEA Title II-A funds to hire a School-to-

Career Implementation Coordinator to facilitate Local Area Consortia in 6 of the 11 local regions outlined in the UNITE-LA plan. The Los Angeles Community Development Dept. has patterned their One-Stop Centers for youth after the UNITE-LA regions, and the Los Angeles Unified School District has used the proposal as blueprint for all of their career education activities. A prime example of an unprecedented collaboration is LAUSD's sharing with LACCD of their "First Break" electronic network for job opportunities.

California did receive a federal School-to-Work grant for 1997-98. In June, 1997, UNITE-LA submitted a proposal to the State, which has been recommended for full funding and is now sitting on the governor's desk awaiting approval. With a year and a half of experience under our belt, we were able to craft a plan with clear direction, organization and backing from all sectors. Most importantly, we are beginning to conceive of ourselves as a truly integrated system—not simply as a collection of separate organizations with distinct goals and objectives.

UNITE-LA is not a program. It is a vehicle for the creation of a fully-integrated School-to-Career system. As you will see by the objectives enumerated in the abstract, this enterprise is designed to implement systemic change—not to fund particular programs. In five years, when the structure for integrating classroom training, work-based learning, and connecting activities region-wide is firmly in place, UNITE-LA will self-destruct.

Basic Concept

UNITE-LA is a partnership of the Los Angeles Unified School District (LAUSD), Los Angeles Community College District (LACCD), the Los Angeles Board of Education, the City of Los Angeles, the City of Los Angeles Private Industry Council, the American Federation of Labor AFL-CIO, the Los Angeles County Job Services Division of the California Employment Development Department, and a multitude of others—business and labor organizations, employers, community-based organizations, teachers and other school personnel, parents/caretakers and youth.

The UNITE-LA collaboration of over fifty highly motivated and committed partners will develop and implement a comprehensive school-to-career (STC) system in Los Angeles to prepare all students (K-16) for successful entry into high-skill, high-wage careers, post-secondary education or business entrepreneurships, and lifelong learning. The primary objectives of this immediate initiative are to:

1. *Coordinate activities* of stakeholders for the purpose of developing, promoting and implementing a comprehensive STC system that will benefit all students and out-of-school youth in the LAUSD service area;
2. *Develop and execute policies* necessary for implementation and accountability, as well as continual upgrading, expansion and adjusting of the Los Angeles STC system into the long-term future;
3. *Restructure and coordinate training*, education, employment preparation, apprenticeship and related STC programs in the UNITE-LA service area;
4. *Develop a STC clearinghouse* and provide technical assistance using a wide range of media and methodologies to enable all partners to successfully implement STC programs; and
5. *Market the concepts*, opportunities and benefits of the Los Angeles STC system to all stakeholders—including business and industry, educational institutions, elected officials, community-based organizations, labor unions, public service agencies, governmental agencies, teachers, counselors, program administrators, parents, students and out-of-school youth.

UNITE-LA plan is ultimately designed to transform the entire Los Angeles education complex of elementary, middle and secondary schools, vocational schools, community-based organizations, coordinating/connecting/collaborating organizations, and colleges and universities into a comprehensive school-to-career system over a five-year period.

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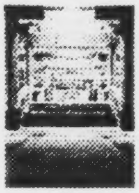

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Abstract - Los Angeles Partners Advocating Student Success (LA PASS) Los Angeles Community College District

An initiative of the Los Angeles Community College District Los Angeles Partners Advocating Student Success (LA PASS) is a ten-year educational reform initiative aimed at developing a city-wide partnership committed to increasing underserved students' access to and success in the K-16 educational system. The Los Angeles Community College District (LACCD) serves as the convening institution, and has been sponsored by the Ford Foundation's national Urban Partnerships Program since October 1992 to carry out this initiative.

LA PASS is building relationships among two and four-year postsecondary institutions, K-12 schools, community-based organizations, the business sector, local governing agencies, workforce and economic developers, housing and social service providers, parents, teachers, and youth. In bringing these different stakeholders together, LA PASS envisions a comprehensive, collaborative, and inter-segmental strategy for long-term educational reform which will streamline the K-16 educational pipeline in Los Angeles.
LA PASS initiated a year-long planning process to identify the highest priority issues and barriers to student success. Since then, LA PASS has carried out several collaborative pilot projects around curricular reform; Building Up LA's AmeriCorps National Service Program and service-learning; college awareness and readiness; and, college student retention and transfer. LA PASS projects are organized around specific campuses within LACCD and their feeder schools and communities. In order to promote systemic change, LA PASS also seeks to link neighborhood-based programs between schools, community agencies, parents, and youth to reform efforts carried out by higher education institutions.

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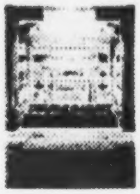

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Case Study: Los Angeles Partners Advocating Student Success (LA PASS) An initiative of the Los Angeles Community College District and the Ford Foundation

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Mission

Los Angeles Partners Advocating Student Success (LA PASS) is a ten-year educational reform initiative aimed at developing a city-wide partnership committed to increasing undeserved students' access to and success in the K-16 educational system. The Los Angeles Community College District (LACCD) serves as the convening institution, and has been sponsored by the Ford Foundation's national Urban Partnership Program since October 1992 to carry out this initiative.

LA PASS is building relationships among two and four-year postsecondary institutions, K-12 schools, community-based organizations, the business sector, local government agencies, workforce and economic developers, social service providers, parents, teachers, and youth. In bringing these different stakeholders together, LA PASS envisions a comprehensive, collaborative, and inter-segmental strategy for long-term educational reform, which will streamline the K-16 educational pipeline in Los Angeles.

Goals

LA PASS strives over the long-term to significantly increase the number of undeserved students who successfully complete high school, then enter and succeed in two and four-year colleges in Los Angeles County. The partnership's immediate goals are:

1) to increase the number of high school graduates, and number of students enrolled in "a-f" college preparatory courses, through:
student achievement

heightened student aspiration

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faculty excellence

community participation

and student-centered, success-friendly educational environments

2) increasing community college student retention and student transfer to four-year colleges/universities with mastery of marketable skills, through:

the Summer Scholars Transfer Institute

the PACE Program

pipeline initiatives

faculty, counselor

administrator excellence

streamlined articulation agreements between high schools, community colleges, and four- year institutions.

Strategic Initiatives

Whenever possible, LA PASS initiatives are carried out with a geographic focus, organized around targeted campuses within Los Angeles Community College District and their feeder Los Angeles Unified School District and K-12 schools and communities. In order to promote systemic change, LA PASS also seeks to link neighborhood-based programs between schools, community agencies, parents, and youth to reform efforts being carried out by higher education institutions.

The following is a summary of LA PASS strategies:

- **Neighborhood Based School-to-School Bridges:** A strategy to facilitate, pilot, and model K-16 collaboration by clustering a LACCD campus with a feeder LAUSD K-12 complex. LA PASS seeks to create opportunities that foster bridging between levels, such as early readiness for college, faculty development, curriculum transformation, school-to-work, parental and community involvement.
- **Neighborhood Based Youth-to-Youth Bridges:** A strategy to link youth and community service opportunities with school-community development in geographically focused neighborhoods. Utilizing the Building Up Los Angeles AmeriCorps National Service Program

as a vehicle, LA PASS seeks to integrate service and volunteerism, service-learning, and civic education in the K-16 system.

- **Neighborhood Based Community-to-School Bridges:** A strategy to strengthen and broaden community participation in school reform, parental involvement in educational success, and community access to educational resources.
- **Higher Education Consortium:** A strategy to bring together representatives from two and four-year institutions, to develop curricular and service responses that meet the immediate needs of undeserved students; to facilitate student transitions across institutional boundaries; to assist faculty in developing new teaching strategies for diverse student populations.
- **Evaluation--Managing Information for Planning:** A strategy to utilize evaluation as an integral part of developing the citywide networks as well as strategic planning for program initiatives.
- **Regional Urban Partnerships:** A strategy to work in collaboration with another Ford-sponsored urban partnership, Santa Ana Networks, in order to focus on both strengths and critical needs common to each of the regions and maximize the impact of the collective efforts.
- **Building the Partnership:** A strategy that revolves around continually developing partnerships and linkages with local educational reform leaders and efforts in order to maximize city-wide, systemic impact by working collaboratively.

Where We Are Now

LA PASS is moving forward with and making the transition to Stage III and we are also witnessing the expansion of opportunities for building critical inter-institutional relationships that will afford our partners a viable context for looking at local systemic change. Slowly but surely the "parts"--our initiatives--have generated natural but new connections between local reform champions and strategies, lending shape and definition to the "whole". We have launched Stage III with a track record, which tangibly demonstrates the collaborative and capacity-building approach to educational reform that LA PASS seeks to facilitate, and this will assist us as we continue developing each dimension of our partnership. The summary below reflects an evolution of our operational initiatives from Stage II to Stage III:

Neighborhood School-to-School

- The College Begins in Kindergarten initiative of Stage II evolved into the implementation of the first K-14 collaboration on a college awareness fair for the Jordan High School K-12 Complex, located in the Watts community of Los Angeles. ***"College is a Family Affair"*** was held on April 22, 1995 on the campus of Los Angeles Southwest College. Parents and children from all feeder schools attended a four-hour event geared at helping both communicate around and plan for college, as early as kindergarten. Workshops were given on the rationale for specific postsecondary options, financial aid/saving for college, parental involvement in student success, goal-setting, study skills/time management, the college application process, and immigration/documentation. In addition to the workshops, families will be entertained by school drill teams and dance troupes; a book fair will operate during the day in order to encourage reading and literacy. Resources will also be available for accommodating bilingual and transportation needs so that the K-12 schools can experience a sense of community around the issue of early readiness and college awareness.

- With LA PASS seeking to facilitate the collaboration of Markham Middle School, Jordan High School, Los Angeles Southwest College, the Building Up AmeriCorps National Service Program, the Amer-I-Can program, and community residents, the ***8th/9th Grade Summerbridge Enrichment Program*** was offered during the 1995-and 96 summers. This three-week summer enrichment program prepares incoming 9th graders at Jordan HS for the secondary academic environment. Focus is on basic skills enrichment and self-esteem development. Participating students receive 9th grade school credit upon completion of the program.

- The ***1995 LA PASS Summer Faculty Institute*** will build on its pilot success in Stage II and continue to focus on the faculty-to-faculty relationships between the Jordan High School K-12 Complex and Los Angeles Southwest College. LA PASS will seek to continue its commitment to Jordan's 9th Grade Cluster Program, while expanding to focus on professional development needs among Markham Middle School faculty. A direct outcome of this institute may be a 8th/9th grade faculty team to subsequently teach the Summerbridge Enrichment Program. Participant observers from elementary school faculty will be invited to begin assessing needs that can be addressed during the summer 1996 institute.

Neighborhood Youth-to-Youth

LA PASS involvement in the ***Building Up Los Angeles AmeriCorps National Service Program*** has continued throughout its six months of operation in six communities across Los Angeles, seeking to take advantage of innovative opportunities to link the Los Angeles Community College campuses to community service programming. LA PASS partners have also renewed efforts to explore the involvement of community college faculty in developing service-learning and experiential education curricula, as well as the involvement of community college students in community service and volunteerism. With the Building Up Los Angeles program as a vehicle, AmeriCorps Members help facilitate the development of linkages between schools, community-based organizations, children, youth, and families in a focused geographic community by providing services such as tutoring, mentoring, conflict resolution training, health education, and community gardening. These linkages bring to light common community issues, and heighten awareness of available resources.

Neighborhood Community-to-School

- LA PASS is currently exploring the possibility of designing and implementing a pilot ***Community-Based College Resource Center***. Located outside of an educational institution, such a center would provide broader access to informational resources on educational options. A community-based location will also serve as a vehicle for training parents and families to staff the center and build community capacity to access resources and address specific needs around college awareness and preparation.

- Committed to increasing parental involvement in education, LA PASS has identified an opportunity to work with several other organizations that have collaboratively launched a pilot ***Community-School Initiative***. This initiative seeks to utilize community forums and bilingual organizing to involve parents in the school restructuring process. The Community-School Initiative is being launched in the same Jordan HS Complex/Watts community in which other LA PASS Neighborhood-Based initiatives are based.

Higher Education Consortium

- The ***PACE Program***, a Los Angeles Community College District successful accelerated learning curriculum geared toward working adults in pursuit of transfer and/or their AA degree, initiated a recruitment campaign with the support of LA PASS. The program is now circulating a district-wide flyer, as well as a collaborative, regional flyer combining information on the Mission College and Pierce College programs in the San Fernando Valley.

- One of the projects funded by the LA PASS Pipeline Mini-Grants, East Los Angeles Colleges' ***Project TEACH,*** centers around the retention and successful transfer of students who have identified elementary education as their career objective. The project has developed a summer institute component that will focus on basic skills enrichment that will better prepare these students for success in transferable college algebra courses.

- The ***Transfer Alliance Program (TAP)*** is adding three local community colleges to its organization and is beginning to start recruiting students into the program who have not declared themselves honors students. All TAP colleges have agreed to work towards increasing the part-time student participation in the program and to work on recruiting students who do not think of themselves as honors students.

- The ***NIH Bridges Program*** is actively recruiting students interested in biomedical research from local community colleges. The program has extended its activities to five LACCD campuses: East Los Angeles, Harbor, Valley, Southwest, and West Los Angeles. Students receive a stipend for their summer research position and work directly with a UCLA faculty member in the biomedical sciences. A special community college faculty workshop occurred during Spring Break at Los Angeles Southwest College and was hosted by UCLA faculty. The topic centered on DNA research; funds were provided for equipment that will then be used at the home institutions of participating faculty.

- A ***DeWitt Wallace Planning Grant*** was recently funded for a six-month period. The goal of this project is to increase the flow of high school students into higher education, and is a collaborative effort between the Los Angeles Unified School District, community colleges, and UCLA. During Spring 1995, LAUSD schools will be identified and the local community colleges serving the high school will be brought into the program.

- ***Project ISSUES***, an NSF-funded initiative is creating projects for dissemination across middle school, high school, and community college. Teachers work collaboratively to integrate science and environmental issues while engaging students in the study of chemistry, biology, and geography.

- Three segments of higher education are planning an eight-day workshop during Summer 1995 to begin the process of creating a thematic approach to the teaching of math and science in 3-4 select undergraduate general education courses. The proposal is part of ***the California State University, Dominguez Hills NSF planning grant*** involving community colleges, CSUDH, and the UCLA Consortia on Improving Transfer Success in Science and Math. This collaboration seeks to improve interactive teaching and learning methodology in science and math. Nine faculty from the three institutions will work this summer to prepare the courses for implementation during Summer 1996. Strategies and methods will be collected from Project ISSUES, another NSF initiative begun two years ago.

Evaluation: Managing Information for Planning

With the submission of the LA PASS Evaluation Master Plan, partners have created a comprehensive framework for evaluating the impact of our initiatives over the long-term. Baseline data collection revealed challenges and complexities in identifying viable benchmarks of success that will traverse the entire K-16 system. This led to the design of an evaluation action plan that utilizes quarterly evaluation team meetings, participant observation, cohort tracking, and student aspiration surveys. To further the goal of systemic change, the LA PASS evaluation team will also be prioritizing collaboration and continuity between Los Angeles Community College District data systems and those utilized by the Los Angeles Unified School District.

Regional Urban Partnerships

- Planning for collaboration once again on the ***1995 Summer Scholars Transfer Institute (SSTI)*** has furthered LA PASS' regional relationship with Santa Ana Networks. This year sees the evolving expansion of involvement within the Los Angeles Community College District; recruitment of 30 LACCD students, as well as counseling faculty, has broadened to include two more campuses within the District. LA PASS seeks to also explore the possibility of expanding to involve two faculty-counselor teams in this year's SSTI, thereby adding an additional course option. This regional collaboration has been instrumental in mobilizing local efforts to further faculty professional development and improve student services.

- The success of the 1994 Regional Grant has led to the mutual commitment by LA PASS and Santa Ana Networks to allocate resources for a ***1995 Regional Strategic Planning Retreat***, following last year's model. This continued commitment to regional planning, information sharing, and networking will enhance each partnership's respective local impact, opening up possibilities for regional policy development, issue advocacy, and institutional development.

Building the Partnership

- In launching Stage III, LA PASS seeks to continuously develop its partnership and linkages with educational reform leaders and efforts in Los Angeles, in order to maximize citywide, systemic impact. With many initiatives, specially-funded programs, and collaborative working in a dynamic environment, "filling in the gaps" in the overall reform movement is an on-going process that needs to leave LA PASS responsive to changes. New developments during Stage III include: the addition of a new geographic K-14 cluster in LA PASS programming, involving Los Angeles Mission College and its feeder schools in Pacoima (San Fernando Valley); the launching of an LACCD/LAUSD "compact" that will initiate K-14 system-wide collaboration and advocacy on systemic policy issues; and, opportunities to enhance institutional impact within LACCD's planning and restructuring efforts, connecting primarily with its new unit, Educational Partnership and Economic Development (EP>ED).

Where We Hope To Be: By the time Los Angeles hosts the December 1995 conference, LA PASS envisions itself to have a fortified presence within the city and its educational community. As we continue to operationalize our strategic initiatives, our partnership will simultaneously be seeking to convene and inform vital new partners. We will continue to present the challenge and opportunity to engage in collaborative leadership among our city's educational institutions, community-based organizations, businesses, and local governing agencies to streamline our K-16 reform efforts. Partnership development, public relations and outreach, and diversified resource development have become top priorities as LA PASS links its programming track record to a broader perspective of strategic planning for systemic change. Certain issues and strategies in collaboration will also further our long-term goals:

- strengthening and creating effective communication lines
- collaborative leadership development

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- collaborative resource development
- intersegmental and cross-sector advocacy of systemic educational policy issues
- institutional impact on LACCD planning and restructuring efforts
- utilizing evaluative materials and furthering the relationship with RAND to integrate evaluation as an active component of Stage III activities
- regional strategic planning with Santa Ana Networks

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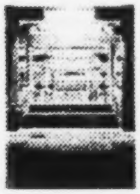

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ABSTRACT: LA PROSPER \CaseStudies/LAPASS.HTM The Los Angeles Public Resource and Occupational Support Program for Economic Revitalization (LA PROSPER), founded in January 1997, is a non-profit economic development corporation of the Los Angeles Community Colleges. The Mission of LA PROSPER's mission is to effectively link the educational and training resources of the nine colleges in the Los Angeles Community College system in joint ventures with businesses, community-based organizations and government to pursue the economic revitalization of Los Angeles County.

Click here if you wish to read the LA PROSPER case study

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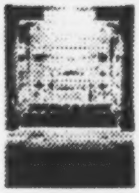

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CASE STUDY: LA PROSPER

This case study was prepared by Susanna Shamin, Director of LA Prosper
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The Los Angeles Public Resource and Occupational Support Program for Economic Revitalization (LA PROSPER), founded in January 1997, is a non-profit economic development corporation of the Los Angeles Community Colleges.

MISSION

LA PROSPER's mission is to effectively link the educational and training resources of the nine colleges in the Los Angeles Community College system in joint ventures with businesses, community-based organizations and government to pursue the economic revitalization of Los Angeles County.

GOALS

LA PROSPER is dedicated to pursuing continued economic revitalization of Los Angeles County by leveraging the expertise, knowledge and resources of the community colleges. Through marketing the programs and training abilities of the colleges and by serving as a training clearinghouse, LA PROSPER's goals are: To support the career education and workforce retraining needs of existing and emerging sectors of the local and regional economy. To foster a cooperative relationship with the business community and private industry. To promote and initiate demonstration projects that develops entrepreneurial and career opportunities in emerging sectors of the economy. To enhance the capacity of the L.A. Community Colleges to offer students' comprehensive, hands-on career education. To provide leadership on educational reform policies and initiatives. To link all levels of education from K-16 to adequately prepare graduates for careers in a growing global economy; To link the colleges with other CBO's and public agencies in community development projects.

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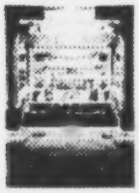

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Abstract: Los Angeles Trade Technical College- Visioning into the 21st Century!

Los Angeles Trade-Technical College began a round of collaborative, interactive strategic planning during spring 1997, under the direction of President Hosni Nabi. A Future Search conference was conducted with sixty-five individuals, including members of the business community, educators from other institutions, faculty, administrators, support staff, and students who collaborated in identifying strengths of the college as well as opportunities and priorities for the future. Chancellor Bill Segura facilitated conference activities. The Search Conference was followe-up by a college-wide retreat which included 140 college faculty, administrators, managers, and classified support staff who were charged with establishing shared values, identifying strategic intents, and drafting goals, recommended action plans, and indicators of effectiveness.

The college designed a strategy entitled "Transforming Vision into Reality" which includes the values, strategic intents, goals, recommended action plans, and indicators of effectiveness cited in the booklet will be refined, delineated, and acted-upon during the 1997–98 academic year as the college engages in collaborative, interactive strategic planning and formulates budgets, reviews programs and services, and implements improvements.

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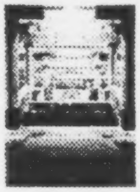

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Case Study : Los Angeles Trade Technical College - Transforming Vision into Reality

This study was prepared by Mary Hochman a faculty member of Los Angeles Trade Technical College and is the result of a college wide Future Search conference and then a retreat that focused on bringing about major changes in the college. For information about this process, please contact Dr. Hosni Nabi, President of Los Angeles Trade-Technical College at Nabi@laccd.cc.ca.us s

INTRODUCTION

Los Angeles Trade-Technical College began a round of collaborative, interactive strategic planning during spring 1997, under the direction of President Hosni Nabi. Highlights to date include a Future Search Conference held on June 20, 1997 and a college-wide retreat held on July 18, 1997.

The Future Search conference involved sixty-five individuals, including members of the business community, educators from other institutions, faculty, administrators, support staff, and students who collaborated in identifying strengths of the college as well as opportunities and priorities for the future. Chancellor Bill Segura facilitated conference activities. Conference working papers have been compiled into a booklet for future reference.

The college-wide retreat included 140 college faculty, administrators, managers, and classified support staff who were charged with establishing shared values, identifying strategic intents, and drafting goals, recommended action

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plans, and indicators of effectiveness. Retreat participants received copies of the Major Priorities for the Future developed at the Future Search Conference, recommendations offered by the March 1997 Accreditation Visiting Team, and planning terms to help them in their deliberations.

The retreat was filled with joy, humor, sharing, and productivity. Evaluations were overwhelmingly positive about the leadership, energy, activities, and directions for the future. Evaluations also indicated that participants expect action and follow-through on the day's activities. The college is appreciative of the efforts and ideas of retreat participants. This booklet, Transforming Vision Into Reality, a synthesized compilation of retreat ideas, is the first follow-up activity. Special thanks are extended to Vanessa El-Kharbotly, Administrative Aid, and Estrellita Serrano, Senior Secretary, for transforming these ideas into readable working papers.

The values, strategic intents, goals, recommended action plans, and indicators of effectiveness cited in the booklet will be refined, delineated, and acted-upon during the 1997–98 academic year as the college engages in collaborative, interactive strategic planning and formulates budgets, reviews programs and services, and implements improvements.

SUMMARY OF RETREAT ACTIVITIES

The college-wide retreat was held at the USC Davidson Conference Center on July 18, 1997, with 140 administrators, managers, faculty, and classified support staff in attendance. Participants were assigned randomly to sit at one of the twenty-one round tables. President Hosni Nabi facilitated the activities. For each activity, he asked each table to select a different discussion leader, recorder, and reporter to give as many people as possible an opportunity to assume leadership roles.

VALUES (beliefs that guide behavior as we attain our shared vision)

Participants had time to reflect on their values for the college, and then they shared their ideas with other tablemates. Next, the reporter from each table presented their shared values to the group-at-large. Two individuals volunteered to transcribe the values on two wall charts. Finally, each participant was given seven colored dots and given the opportunity to vote on the beliefs he/she most valued. (See Tables 1.1–1.2)

STRATEGIC INTENTS (broad goals which form the framework for establishing strategic goals and success criteria)

Participants discussed their ideas with tablemates; then table reports were made to the group-at-large. Two volunteers transcribed the suggested strategic intents on two new wall charts. Finally, each participant was given seven colored dots and given the opportunity to vote for seven intents for the college. (See Tables 2.1–2.2)

GOALS, RECOMMENDED ACTION PLANS, AND INDICATORS OF EFFECTIVENSS

Each group was asked to discuss the seven major strategic intents and formulate goals, recommended action plans, and indicators of effectiveness. Then, the reporter from each group presented two goals and action plans to the group-at-large. Participants were asked to submit their working papers of goals and action plans for compilation and synthesis (See Tables 3.1–3.7)

SUGGESTIONS/ EVALUATIONS

Each participant received a 3x5 card and asked to use each side of the card to answer: If you could make one change at LATTC, what would you do? And What is your evaluation of the retreat?

Retreat evaluations were overwhelmingly positive, and included the expectation of follow-through and action. A random sampling of comments include: "This was refreshing. Let's get working on the strategic intents. I'm ready!" "The conference was very enjoyable and informative. I had an excellent time." "This was a very good retreat. We should have more. Will we get a follow-up on where we go from here? How can one get involved in bringing about some of the suggestions?" "Very informative. I hope that planning will be implemented." "Great, as long as something comes of it." "I enjoyed the whole retreat." "The retreat was great. The president is great. The college needs lots of improvement. I had fun interacting with co-workers." "The workshop was very good. The material discussed was presented in a way that everyone participated." "The best workshop I have attended at Trade-Tech."

A random sampling of suggested improvements for the college includes: "Empower each and everyone that is employed at LATTC. Equity, equity, equity." "Classified need a raise." "Provide budget to make technology a top priority." "e-mail access to all staff and students." "...I would improve the campus appearance to entice students." "...upgrade our equipment without a lot of red tape!" "To create quality students improve the standard of education." "Matriculation process" "Upgrade facilities" "Increase in staff development and positive attitude towards the college." "Have training clinics for department chairs." "Student services should be in one area as students become frustrated having to go all over the school to get their classes." "Internet for the whole school." "The one change I would like to make immediately at Trade-Tech is to get all employees committed to providing quality and consistent services to the public." "Technology upgraded with funds to support equipment and staff development."

TABLE 1. 1: TEN MAJOR VALUES FOR THE COLLEGE

Communication Respect Joy, Humor, Passion Teamwork Professionalism Accountability Commitment Open Mindedness, Empathy, Understanding Flexibility Responsibility

TABLE 1. 2: ADDITIONAL VALUES SUGGESTED BY RETREAT PARTICIPANTS

• Imagination	Reality	Participation
Diversity	Conflict resolution	Acceptance
Persistence	Excellence	Self discipline
Credibility	Recognition	Currency
Judge not	Adaptability	Consistency of services
Push edge of the envelope, live on the edge	Efficiency (bureaucracy)	Equity
Affirmative (positive)	Security	Shared goals/values
Resource sharing	Clean, safe environment	Emotional quotient
Dependability	Organized	Decision-making skills
Sense of enterprisingness, entreprenueralism	Accessibility of teachers	Supportive
Fun	Acceptance	Loyalty
Quality	Intelligence	Pride
Listening, hearing	Cooperation	Fairness
Initiative	Community	Conflict resolution
Change	Participation	Customer

		service
Empowerment	Service	Courtesy and civility
Conscientious effort, extra mile, hard work	Sensitivity and compassion	Self worthiness
Unconditional positive regard	Courage	Clarity

TABLE 2. 1: SEVEN MAJOR STRATEGIC INTENTS

State-of-the-Art Technology Staff & Faculty Development Effective Communication System Industry Partnerships Marketing the College Excellent Student Services Excellent Academic Programs and New Teaching Techniques

TABLE 2. 2: PARTICIPANTS' SUGGESTIONS FOR STRATEGIC INTENTS The seven major strategic intents were synthesized from the following intents made by the group-at-large and recorded on two wall charts:

• Fund raising	Coordination of student services' resources	Campus-wide communication
Emphasis on college's niche	Curriculum to support life-long learning	• Information seminars

Community relations development	"Tools" for success	• Chalkboards
Economic development	Empowerment for students, faculty, staff	• Electronic
Community partnerships	Competitiveness	• E-mail
Comprehensive information center	Simplicity	• Internet
Cultural experiences for students	Articulate, compelling mission/vision	• Inclusive leadership training
Personal skill development for students	Effective tools for evaluating faculty	New teaching techniques
Appropriate delivery system for students	Program review to meet industry needs	Two-prong techniques
Promotion of "dreaming," teamwork, creativity	Grassroots problem solving	Short-term training
Premier vocational/technical college	Group decision making	Flexible course offerings
Campus accessibility Student recruitment, retention	State-of-the-art knowledge/technology/ equipment	Flexible and portable curriculum Quality instructional programs
Employee (good) recruitment, retention	Relevant services	Effective teaching
Integrated student services	Student needs first	Improvement of teaching

		skills
Student support systems	Community outreach	Faculty and staff development
Pre-and co-requisite enforcement	Industry partnerships	Positive learning environment
Release time for college use	Better responsiveness	Use of retirees
Student job placement Community of learning/Programs based on trends	Distinction between remedial and college-level students Brevity/Simplicity in communication	Environment that is clean and promotes the college Structure for implementing programs
Self improvement	Strong supervision and communication Accomplished students/professionals	Safety in our environment

TABLE 3.1: STRATEGIC INTENT ONE: STATE-OF-THE-ART TECHNOLOGY

Goal	Recommended Action Plans	Indicators of Effectiveness
• Develop and utilize state-of-the art technology in	Convene technology committee to develop technology plan which	Proper measurements

instructional programs, student services, and administrative support services	includes priorities, parameters, timelines Identify current technology and match to curriculum Develop LATTC Home Page	to indicate: More faculty and staff use more technology for instruction and support services. For example: • Ninety percent use e-mail routinely by 12/31/98
	• Evaluate/recycle/replace equipment	• More distance learning courses
	• Alter facilities for new technology • Write grants and secure external funding	Greater student satisfaction, retention, program competition, and job placement
	• Secure better district allocation of state funds • Acquire state-of-the-art technology	Improved college image Higher employee morale
	• Provide more computers in offices (computers for everyone)	Increased efficiency, cost effectiveness Increased use of electronic access to campus
	• Provide general student access to computers	
	• Provide access to discipline-specific	

	computers	
	• Create "virtual college" component	
	• Provide opportunities for employees to learn new technology and to integrate technology in classroom and offices	
	• Increase on-line facilities, curriculum, student services, administrative services management • Provide 24-hour electronic access to campus computers	
	• Update telecommunications/ infrastructure	
	• Provide full-time technical support	

TABLE 3.2: STRATEGIC INTENT TWO: STAFF AND FACULTY DEVELOPMENT

Goal	Recommended Action Plans	Indicators of Effectiveness
• Develop a comprehensive staff and faculty	Use college-wide committee to develop programs	Proper measurements to indicate

development program.which increases the level of knowledge and skills and promotes visionary, creative-thinking professionalism	• Mirror industry-enforced mandates • Focus flex activities on discipline-specific activities • Offer workshops on new/different styles of learning • Establish programs tailored to specific groups	More participation in staff development activities Increased faculty, staff qualifications Increased employee satisfaction, efficiency Increased student satisfaction, retention, and achievement Programs earn industry certification
	• Provide applications training	
	• Develop/publish schedule of professional development activities	
	• Link college with public access programs and resources	
	• Promote motivational training for all employees	
	• Improve employee	

	morale	
	- Support activities for celebrating achievements	
	- Reward individual effort	
	- Offer incentive program	
	- Set aside specific time for training	
	- Develop career ladder program in all vocational disciplines	
	- Make faculty accountable for professionalism	
	- Re-evaluate seniority section of collective bargaining agreement	

TABLE 3.3: STRATEGIC INTENT THREE: EFFECTIVE COMMUNICATION SYSTEM

Goal	Recommended Action Plans	Indicators of Effectiveness
- Create a comprehensive.	Encourage teamwork Convene annual	Proper measurements

reliable, interactive, efficient communication system which includes electronic and manual components and which promotes access to current information and improves interpersonal communication	convocation Conduct interpersonal communication skills Conduct regular open meetings/discussions Promote brevity/ simplicity in communication Streamline processes Publish department newsletters Use telephone company to evaluate communication system Provide network-linked computers to all offices (a computer for everyone) and in selected public areas Develop an intranet for data such as class schedules, telephone numbers, master calendar Provide electronic access to up-to-date college/discipline statistics	to indicate: Intranet available for all employees by December 1997 Department newsletters distributed in print and electronically on a regular basis Increased staff participation in regularly scheduled meetings Increased use of telephone as marketing tool Increased satisfaction from off-campus telephone callers Decline in work requests to repair telephones Increased use of e-mail, Internet Decline in student complaints about interpersonal

		communication
	• Provide e-mail access to every employee and enrolled student	Increased student enrollment retention, program completion
	• Maintain electronic system with minimal down-time • Contract out repairs or train staff to trouble-shoot communications equipment	
	• Use better campus signage including rooftops and sides of buildings	
	• Establish disaster response communication links between all buildings	
	• Redesign class schedule, college catalog	

TABLE 3.4: STRATEGIC INTENT FOUR: INDUSTRY PARTNERSHIPS

Goal	Recommended Action	Indicators of

	Plans	Effectiveness
- Establish partnerships between industry and all college departments to refine college mission, to revise curriculum to meet industry standards, to increase funding, and to improve college image	Use LATTC Foundation and advisory committee members for referrals, introductions, informational meetings Update advisory committees for curriculum input, job placement, guest speakers, scholarships, field trips, and donations Convene meetings and professional seminars for industry	Proper measurements to indicate: Increased job placement Revised student performance outcomes which reflect current industry trends Increased industry donations/ college revenue Increased enrollment in contract and coop education and internships Improved college image
	- Create position to coordinate campus and district industry relations efforts	
	- Increase contract education, coop education classes, internships	
	- Conduct program review on regular basis using industry input	

TABLE 3.5: STRATEGIC INTENT FIVE: MARKETING THE COLLEGE

Goal	Recommended Action Plans	Indicators of Effectiveness
• Develop a comprehensive marketing plan and delivery system that encompasses all targeted groups and makes LATTC the best known trade-technical college	Offer customer service training for all employees Hire PR professional for promotion, recruitment, publications, collaboration with industry	• Proper measurements to indicate: • Increased Internet "hits" • Increased inquiries about college/ programs • Increased enrollment/ program completion • Increased donations
	• Define target groups • Establish "Principals Council"	Increased demand for community service classes
	• Establish "Counselors Round Table	More media exposure

	• Involve clergy and community groups • Involve LATTC foundation	Standardized professional looking materials Enhanced college image
	• Reach out to LA professional & sports groups • Create a multimedia CD ROM to publicize college	
	• Develop fully interactive www site	
	• Produce quality print materials	
	• Develop a model/guide to maintain graphic standards	
	• Design new college logo	
	• Utilize mass media marketing in international languages	
	• Advertise in publications of other colleges	
	• Conduct media training for all employees	
	• Publicize employees with expertise and	

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	create LATTC public speakers bureau	

TABLE 3.6: STRATEGIC INTENT SIX: EXCELLENT STUDENT SERVICES

Goal	Recommended Action Plans	Indicators of Effectiveness
• Integrate and unify all components of student services operations to address all student populations in a welcoming, nurturing, and empowering one-stop service center that helps to ensures student access, retention, and matriculation	Relocate all services in one building Revamp matriculation plan to include more coordination between academic affairs and student services efforts Revise new student registration. Increase electronic enrollment Hire staff who speak more than one language	Proper measurements to indicate: Increased college applications Increased student enrollment and retention Increased program completion Higher transfer rate to 4-year institutions Improvement in student satisfaction Improved job placement rate

	• Publish materials in international languages	
	• Implement touch screen information program	
	• Establish comprehensive counseling center & implement the EOPS counseling model	
	• Re-establish one-unit P.D. classes	
	• Track at-risk students	
	• Maintain current articulation agreements	
	• Conduct follow-up research	
	• Disseminate/discuss /act on follow-up research	
	• Develop user friendly work placement practices	
	• Provide in-service training	
	• Provide safe and secured parking	

TABLE 3.7: STRATEGIC INTENT SEVEN: EXCELLENT ACADEMIC PROGRAMS AND NEW TEACHING TECHNIQUES

Goal	Recommended Action Plans	Indicators of Effectiveness
• Develop and offer vibrant, flexible, synergistic programs that meet SCANS and industry trends, integrate technology, and incorporate diverse teaching techniques to matriculate an accomplished, competitive graduate	Provide positive administrative leadership Conduct team-building activities Offer SCANS workshops for faculty to help them revise syllabi to include SCANS performance outcomes Offer workshops to improve knowledge of and performance skills for interdisciplinary teaching	Proper measurements to indicate: Revised syllabi on file in Academic Affairs Increased student enrollment, retention, completion Student portfolios include internship, exhibit, product development data Course-developed products/services marketed
	• Provide bilingual training	Increased industry partnerships
	• Provide training for instructional applications of modern	More programs articulate with

	technology	4-year institutions
	• Establish professional resource areas in every department	Better job placement in field of study
	• Schedule flexible, short-term accelerated classes/programs	
	• Offer classes at industry, community sites	
	• Modify curriculum development process to expedite response to industry needs	
	• Align programs with industry certification	
	• Use more cultural diversity information for curriculum development	
	• Develop new products & services in coursework	
	• Increase internships	
	• Use visiting lecturers	
	• Arrange student field trips to work sites	
	• Write grants to enhance programs	
	• Create a "virtual community college"	

	component	
	• Network, globally, student-to-student	
	• Network, globally, student-to-teacher • Network, globally, student-to-industry-to-teacher	
	• Improve assessment tools	
	• Conduct timely, effective program reviews	
	• Develop teacher mentoring program	
	• Monitor grades and work with teachers as appropriate	
	• Recruit industry people to teach	
	• Request modification of C.B.A. to maximize competent teaching	
	• Eliminate low-enrollment programs	
	• Focus on our niche industries and emphasize what we do best	

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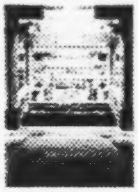

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Abstract: Los Angeles Harbor College - California

As a partner with Pacific Bell, Los Angeles Harbor College has been an Education First Demonstration site since 1994. This collaboration enabled the College to develop videoconferencing applications in both the instructional and performance arenas thus creating a veritable global classroom.

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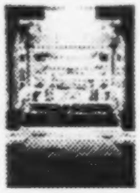

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CASE STUDY: THE COMMUNITY COLLEGE GLOBAL CLASSROOM

This case study was prepared by professor Bonnie Easley from Los Angeles Harbor College and she can be contacted at (310) 522-8469, FAX (310) 834-1882, or e-mail: easleyb@laccd.edu

As a partner with Pacific Bell, Los Angeles Harbor College has been an Education First Demonstration site since 1994. This collaboration enabled the College to develop videoconferencing applications in both the instructional and performance arenas thus creating a veritable global classroom.

In 1995, the College brought its 10 year relationship with Barnsley College in Yorkshire England to a new level of inter-activity by utilizing "real time" videoconferencing to rehearse scenes before two companies of actors (one from the U.S. and the other from England) got together in person to tour with a specially written AIDS piece. When the two companies do come together, they interchange actors as if they had all rehearsed in each other's presence daily.

Another example of the Global classroom project was an event which brought the expertise of a Shakespearean lecturer from a lecture hall in England to the other side of the world in the person of David Eades, Principal of Barnsley College. Speaking on the timeless quality of Shakespeare and his works, an audience of 50 students, faculty and staff, were transported to another dimension of time and space through the interactively of videoconferencing.

Most recently, another partnership has been formed with Cornwall College in the very southwestern tip of England. In the Spring of 1997, two LAHC employees traveled to Cornwall to participate in a U.K. League for Innovations Conference. There, in an astounding finale, 3 LAHC actors from California, were directed live in "real time" by Cornwall's Theater Director (also a Shakespearean actor) in front of an audience of 200 teachers, administrators and Governors (which would be a counterpart to the Boards of Trustees in the U.S.). The effect was phenomenal. Through the Conference, we learned that the British are

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in the process of major educational reform; it became apparent they are very interested in emulating the U.S. Community College System.

Because our connections had been made, LAHC was asked to participate in a live "chat" with members of the British Labor Party at their Conference in Brighton, England in late September, 1997. American students had the unique opportunity of speaking directly with British politicians.

Some of the projects lined up for 1998 include exchanges of instructional modules with Child Development, Business and Political Science instructors on both sides of the pond. Issues such as child care, teen-pregnancy, the job market, and differences in the political systems will be discussed. Students will have the opportunity to speak together and present their views on the similarities and differences in each of our two countries. The time differences somewhat hampers ongoing activities that would be on a regular schedule; hence, the instructional modules dedicated to a specific topic or interaction have proven to be most efficient use of the medium.

Without videoconferencing – live, interactive, two-way audio and video – students would have to rely on the slower or more anonymous methods of chatting and/or exchanging information, ideas and points of view. Student evaluations of the events and activities have indicated a high level of interest and participation.

We at the college are delighted to demonstrate and/or discuss this project. Please contact us! easleyb@laccd.edu

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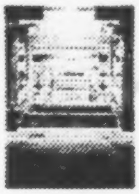

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Abstract: Macomb Community College - Redefining Leadership Culture: A Case Study..\CaseStudies/LAPASS.HTM
Macomb Community College is a public, multi-campus two-year college serving a county of nearly 750,000 people located in southeastern Michigan, directly north of the city of Detroit. Macomb was founded in 1954 and, like many other community colleges, had experienced almost continuous growth and development since its opening. By the late 1980s however, growth began to subside and conditions began to change. Resources became constrained, facilities began to show their age, student and community demographics began to shift, and competition for students intensified considerably. Although there was a nostalgic desire to preserve the kind of institution that many had helped to shape and nurture, it became clear to almost everyone that the college had to change dramatically...\CaseStudies/LAPASS.HTM Click here if you wish to read the Macomb Collegecase study

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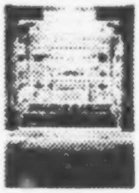

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Case Study: Macomb Community College - Redefining Leadership Culture: A Case Study

Macomb Community College is a public, multi-campus two-year college serving a county of nearly 750,000 people located in southeastern Michigan, directly north of the city of Detroit. Macomb was founded in 1954 and, like many other community colleges, had experienced almost continuous growth and development since its opening. By the late 1980s however, growth began to subside and conditions began to change. Resources became constrained, facilities began to show their age, student and community demographics began to shift, and competition for students intensified considerably. Although there was a nostalgic desire to preserve the kind of institution that many had helped to shape and nurture, it became clear to almost everyone that the college had to change dramatically.

In the fall of 1993, the President addressed this need and formally introduced the college community to the theme of "Fundamental Change." One of the first in-depth discussions was at a meeting of the "Managers Group," an assembly of 92 administrators, supervisors and technical personnel who met three times during the year to discuss strategic directions.

Following a presentation of what a process of fundamental change might include, the President expressed his belief that Macomb might not succeed in this effort if it did not first examine the condition of readiness of its leadership team. Several factors were prompting such a critical review of leadership at this time: the results of previous climate surveys, the anticipated turnover (retirement) of key personnel, informal comments being made by college staff, an ever present desire to improve leadership effectiveness and a strong desire to remain a leading-edge community college.

The Survey. In order to start the process, the President sent a leadership assessment survey to all members of the Managers Group in the Spring of 1994. This survey was intended to be a quick

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and anonymous assessment of leaders and leadership issues at Macomb. The survey included a list of 20 "leadership characteristics" culled from a review of the literature on high performing systems. A roster including the names of all members of the Managers Group accompanied the survey. The purpose of the survey was to identify the employees' perceptions of Macomb's leadership by asking:

Of the 20 leadership characteristics provided

- Which five are *most essential* for Macomb's success?
- Which five are *most evident* at Macomb?
- Which five are *least evident* at Macomb?

An additional, somewhat controversial question was also added. Respondents were asked to identify up to five members of the Managers Group, from the roster provided, who exemplified the kind of leadership they most respected. In an attempt to calm anxieties and elicit an honest response to that question, the President assured the Managers Group that he would personally tabulate results and not divulge individual tallies.

A surprising 91 of 92 surveys were returned and the results were distributed to the Managers Group at their May 1994 meeting. While it was not surprising to see integrity at the top of the list of most essential leadership characteristics, it was disconcerting to see that it was also ranked among the least evident characteristics at Macomb. This dichotomy was in itself enough to prompt further action.

An Advisory Team of Peers. Following the presentation of the survey results, a Leadership Advisory Team of 11 people was established by the President based on names submitted in the survey. The mandate of the Leadership Advisory Team was to review and analyze the survey results and report that interpretation back to the Managers Group at their fall meeting. The "Explorers," as the team became known, was a diverse group representing various units, tenure and gender.

Much of the first meeting was spent learning to work together-everyone was acutely aware that, having been identified by their peers as exemplifying preferred leadership characteristics, they would have to create a working atmosphere of professional respect and integrity. This would require communication and in many cases a "leap of faith" to establish trust within such a diverse group. One consistent and resounding theme was the desire of the Explorer's to carefully listen and reflect the thoughts and feelings of the entire Managers Group: to act in a "servant leadership" capacity. As it turned out, the major problems associated with Explorer meetings were keeping the energy level in control and the agenda in focus. Explorer meetings were exciting, rewarding and exhausting.

The Beginning. The Explorers began by discussing the survey results. For example, What did people mean when they said "developer" was least evident in the current leadership culture ("developer" having been defined as "helps others become better")? This led to a discussion of current (or lack of current) professional development activities at Macomb and the expanded issue of "Human Resource Development" including mentoring and training (external and internal). Using a question/discussion process, the Explorers identified five key leadership issues in need of improvement at Macomb: integrity, communication, empowerment, courage (risk-taking) and human resource development. The Explorers further noted that certain changes in leadership behavior would be necessary in order to improve these five key leadership issues.

After continuous discussion and interaction with the President it was determined that there were four general categories by which the college defined leadership: preparation, performance, role/function, and behavior. It was agreed that Macomb did well in setting expectations for the first three, but had never attempted to formally clarify behavioral expectations for leaders. Behavior, the Explorers concluded, as reflected in accountability and professional responsibility, was the least described, least attended to and yet fundamental to all other leadership issues at Macomb including the five key leadership issues identified above.

Feedback. It was obvious that closer alignment was needed between the most essential and the most evident characteristics identified in the survey. As a result of the Explorer's discussions, the issues were now deeper than those probed by the original survey and more information and feedback would be required from the Managers Group. Therefore a status report was given to the Managers Group which presented these issues as an opportunity to change Macomb's leadership culture. This was done to foster ownership of the process as well as the final product. The presenters stressed that even though ongoing discussion, committees and/or activities were intended to address such things as professional development, interpersonal assessment, and team building, these activities would have little or questionable impact if the underlying behavioral issues were not resolved.

During the meeting, managers were given a form listing the five key leadership issues identified by the Explorers along with examples of each. They were asked to list behaviors that a professional and responsible leader/manager should exhibit, for each key issue. For example, a "developer" would "discuss/support professional growth, evidence concern for professional well-being, give constructive feedback to staff, and recognize individual achievement." Dialogue then proceeded in a round table format with each table consisting of no more than ten people. Discussions were led by the Explorers and every comment was recorded for future reference. In the week following the meeting, the Managers Group was given a final opportunity to provide either written or oral comments.

Synthesis. The process of synthesizing the data collected from the Managers Group presented one of the greatest challenges to the Explorers. Each Explorer had definite and different ideas regarding an appropriate process to synthesize the materials. It was perhaps serendipitous that they felt a need to complete the process before the end of the semester-before their peers lost sight of the issues. It was felt there was important symbolism in presenting the final document to the Managers Group just before the winter holiday break in December, a time typically filled with anticipation of new opportunities and expectations that a new year would bring. The Explorers were also contemplating the format of the final document which was intended to be used for useful communication and assessing expectations.

The final format was developed by taking every comment recorded and classifying it under one of the characteristics of the key issues identified earlier. The finished document, *The Leadership Culture at Macomb Community College,* was introduced to the Managers Group at their December 1994 meeting with the full support of the Explorers and the President. Each member of the Managers Group was asked to make a personal commitment to this final set of behavioral expectations. The President encouraged all individuals to feel free to point out actions in the future, which are seen as inconsistent with the new guidelines. Reaction from the larger group was both appreciative and supportive. The nearly year long process had reached a successful conclusion and hopes for improvement were unexpectedly high.

A Final Thought. One of the most enlightening conclusions was not envisioned at the outset. This activity was initiated as an organized attempt to positively influence and redefine Macomb's leadership culture as a prerequisite for succeeding with fundamental change. It is fair to say that at the beginning of this activity, most of the participants were looking to reshape the expectations of others. Ultimately, we learned that reshaping our culture required us to first redefine expectations of ourselves.

The Leadership Culture at Macomb Community College

To maximize overall institutional effectiveness at Macomb, the members of the Managers Group are committed to creating a culture that values leadership, accountability and professional responsibility. Within that culture, managers are expected to demonstrate these qualities:

Respect for All Individuals

Recognize all staff as being equally important to the success of the college; Respect the value of ideas, whether implemented or not; Afford equal professional treatment to all levels of staff; Respond impartially, courteously, and candidly; Consider the human impact of actions and decisions: Show sincere interest in others

Institution First

Place the improvement of the college above personal interest; Make decisions based on the college mission and priorities; Focus on students and the ways to increase their success

Integrity

Search for and value truth in all endeavors; Give and return trust; Be honest and direct in dealing with others; Keep colleagues' confidence; Follow through on commitments

Communication

Listen for understanding, with genuine interest; Respond thoughtfully and in a timely manner; Communicate clearly, directly, and honestly; Encourage the open expression of ideas and opinions throughout the institution; Use communication technology effectively

Empowerment

Coach and mentor staff; Delegate authority and hold staff accountable; Clarify and articulate goals and objectives; Encourage alternative ways of achieving similar goals; Give and seek full information and candid feedback; Clarify roles, responsibilities, and timelines; Deploy available resources effectively

Courage

Do the right things and do them well; Be open to new ideas; Take calculated risk; Encourage actions that validate institutional values; Question status quo practices with intent to improve; Champion new ideas

Individual and Team Development

Explain how individual's actions impact others; Acknowledge accomplishments Give constructive, learning-focused feedback; Promote teamwork and collaboration; Lead by example; Recruit and retain highly capable people with strong and positive morale, shared vision and values. And the Passion and skills for achievement

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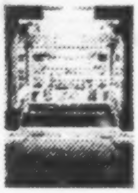

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Abstract: Virginia Tech- Blacksburg, Virginia

Virginia Tech is located in Blacksburg, Virginia, the home of the Blacksburg Electronic Village (BEV). Despite its rural and remote location, Blacksburg enjoys the highest level of Internet usage of any town or city in the United States. This case study illustrates how Virginia Tech's Cyberschool Initiative is leveraging the forces of transformation in this setting.

Click here if you wish to read Virginia Technical College's Case Study

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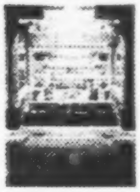

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Case Study: Virginia Tech

The Cyberschool Initiative: A Case Study of Virginia Polytechnic Institute and State University prepared by Ervin Blythe

Introduction

This chapter provides a summary of the ongoing Instructional Development Initiative at Virginia Polytechnic Institute and State University in Blacksburg, Virginia. It describes the results of the workshops conducted for faculty, outlines the status of classroom upgrades, and presents examples of course restructuring.

The Instructional Development Initiative began with three pilot faculty workshops during the Summer of 1993, and continued with additional workshops through July 1995. Six hundred fifty faculty from 76 academic departments have now participated in 38 customized workshops.

The initiative is a large-scale effort to invest in our faculty by providing them with the opportunity to rethink their teaching and explore the potential of instructional technology for improving the effectiveness of the teaching-learning process.

With support of the university President, Paul E. Torgersen, and Provost Peggy S. Meszaros, this initiative is intended to provide the opportunity for all faculty over a four-year period to participate in an intensive workshop centered on the integration of instructional technology into the curriculum. The Provost, in conjunction with the nine academic deans, selects the mix of faculty attending the workshops each year.

Evaluation of the workshops by the faculty attendees continues to be positive. Faculty clearly value the opportunity to explore instructional issues with their colleagues and to discover the potential of technology for enhancing their teaching. They have indicated that these resources are critical if they are to adapt to the needs of their students.

Early results of surveys of students and faculty involved in classes that have been restructured as a result of this initiative show strong support for these new approaches to learning. Active learning is facilitated both in the

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classroom and outside, and constructive collaboration among students is encouraged. Technology promotes communication outside the classroom primarily via electronic mail. There is evidence that these efforts have had a positive impact on students' understanding of and interest in the course material while promoting better class attendance. In addition, students believe they are being provided more opportunities to develop skills that transcend the subject matter, including problem-solving and critical thinking.

Faculty Development Institute

Faculty development workshops have been conducted for 650 participants as a continuation of a long-term strategy to provide faculty with the knowledge and resources to take advantage of the use of instructional technology in their teaching. The primary goal of the workshops is to provide an opportunity for faculty to re-examine curriculum issues and instructional methods that would allow them to adapt to the changing needs of students. These four-day workshops provided the time and resources for faculty to investigate alternative instructional strategies designed to improve the productivity of the teaching-learning process. As a result of attending the workshops, faculty participants receive a state-of-the-art computer with an Internet connection and a suite of appropriate software applications.

The Provost, in conjunction with the college deans, selects the mix of faculty attending workshops each year. Faculty were grouped by curricular interests, with some workshop groups representing one academic department and other groups representing up to eight disciplines. Steering committees representing participants in each workshop met individually with workshop facilitators over several months to custom-design their workshops.

Each workshop included training on a core skill set, comprised of basic computer skills, electronic mail access, electronic resource access via the Internet, an introduction to multimedia, and design principles of computer-based instruction. To the extent possible, these core sessions were tailored to each group. Each session was customized to involve faculty in accessing electronic resources of particular interest to them. For example, Human Resources participants learned how to access databases at the United States Department of Agriculture and the

National Science Foundation, and to access national census and demographic data. In similar fashion, the introduction to multimedia was presented with examples of existing multimedia software that targeted general interests of each group. The Veterinary Medicine faculty were shown clips of software that illustrated concepts in genetics, chemistry, and medical problem diagnosis.

Beyond the core skills, many groups focused on discipline-specific software. For example, the Department of Mathematics is currently engaged in large-scale experimentation with instructional modes that include technology in classroom presentations as well as interactive computer laboratory work. The aim is to overcome conceptual barriers and thereby broaden by an order of magnitude the range of students who succeed in making mathematics an effective tool for later course work and careers. At the same time, this new approach allows problems of a more realistic character to be brought into even elementary courses, speeding the transition to professional-level work.

Similar curricular discussions were conducted among other faculty participants. For example, faculty from multiple disciplines involved with design concepts (including architecture, art, apparel design, landscape architecture and theater arts) examined and debated the use of computer-based tools to enrich both two-dimensional and three-dimensional design instruction. Other groups chose to supplement their introductory sessions with more in-depth sessions on specific aspects of multimedia development and use. For example, communications studies and political science faculty were very interested in using, editing and creating video segments. Most workshops included general sessions attended by all participants in the group and breakout sessions that permitted participants with different experience levels or interest areas to focus on topics appropriate to them individually. In addition to gaining a basic understanding of the computer-based tools themselves, faculty also spent time during the workshops discussing and debating with each other the possibilities for using technology to facilitate student learning.

The following is a summary of the topics that were included in the workshop syllabus:

- Orientation to the Faculty Development Institute
- Introduction to the Macintosh
- Increasing Your Macintosh Efficiency
- Microsoft Word Overview (including DOS/Windows compatibility and
- interchange)
- Distributed Electronic Mail using Eudora

- Network Tools for Faculty-Student Communication
- Overview: Instructional Computing and Multimedia
- Using PowerPoint for Classroom Multimedia Presentations
- Adding Scanned Pictures and Clip-Art to PowerPoint Presentations
- Adding Video to PowerPoint Presentations
- Tapping the Internet: Gopher and Telnet
- Hypermedia on the Internet: Netscape
- Creating Courseware: Authorware Basics
- Intensive Sessions on Targeted Use Software such as Daedalus,
- Mathematica, MatLab, JMP Statistics
- Extended Sessions on General Multimedia Topics such as Graphics Tools,
- Video Digitizing and Editing, Image Manipulation, Courseware Design Discussions of Potential Instructional Uses and Pedagogical Possibilities Relative to Using Technology in Courses.

The instructors for the workshops included Information Systems staff from Educational Technologies, Computing Center Services, and the Library Electronic Reference group, as well as faculty and staff from English, math, veterinary medicine, engineering, architecture, theater arts, art, music, and humanities. A variety of multimedia concepts and tools were introduced including the use of CD-ROM databases, digitized video and audio resources and multimedia publishing. Open lab time was provided to give faculty the opportunity to practice working with material from sessions and to begin working on new course materials for the 1995-96 academic year. These introductions set the stage for more extensive faculty training which will continue throughout the year on specific tools.

Principles used in designing the 1995 workshops were developed from the feedback received during the 1994 sessions. The pilot workshops were conducted in May and June, 1993 for three groups of faculty from English, math, and humanities, respectively. These initial departments were selected by the Provostis Office because they play a key role in teaching core curriculum courses with high enrollment, and therefore have the greatest potential to affect large numbers of students in courses which are integral to the basic educational goals of Virginia Tech. In this phase, visiting scholars from other universities led discussions on the redesign of courses using instructional technology. They had performed early work in the introduction of Perseus (a humanities database of ancient Greek texts, images, maps as well as a survey text book, encyclopedia and Greek-English dictionaries) and Mathematica (software with numerical, graphing, and symbolic computation capabilities) into the curriculum at their respective universities. The English faculty received hands-on experience with the integrated writing tool, Daedalus, for developing undergraduate writing skills, as well as an introduction to Storyspace, a tool designed to enrich student learning through a hypertext environment.

These software tools were explored and used by faculty in the Humanities, Math, and English departments during the subsequent academic year. As a result, local expertise was developed and drawn on during the 1994 workshops. English faculty presented Daedalus sessions not only to their colleagues in English, but also to Human Resources, Social Sciences and Humanities groups. Math faculty presented Mathematica to their Math colleagues as well as to the Physical Sciences group. In this way, faculty could interact with their peers to not only understand the software capabilities, but also to learn from the early implementation experiences. This also facilitated cross-curricular dialogue, as when the Physics and Geological Sciences faculty discussed introductory calculus pre-requisites for their courses with the Math faculty who teach freshman calculus using Mathematica.

A real benefit, which goes beyond the specific departments involved in the workshops, is related to the Mathematics department support of students in the College of Engineering, which has already adopted Mathematica as a standard part of the students' software package. Engineering had requested that the Math department introduce the software in calculus courses. The workshops conducted over the past two summers have provided an excellent opportunity for the Math faculty to learn the software in a timely fashion and have enabled them to scale up the use by students in more than 50 calculus sections during 1995 Fall Semester. The plan is to incorporate the use of Mathematica in all sections of the freshman-sophomore calculus sequence for students in science and engineering majors. In addition to promoting more effective teaching strategies, this will prepare students to use this powerful software in more advanced work in engineering and other scientific disciplines.

Early Outcomes

One of the most significant outcomes during the early stages of this initiative has been the development of Cyberschool, which is a fusion of computer-interactive classroom methodologies, traditional classroom practice, advanced multimedia programs, and distance learning. It is conceptualized as a virtual campus, which breaks the mold of credit for contact, and thereby meets the needs of a diverse student body over the next decade and beyond. It is a response to the need to teach more students without additional resources in terms of the number of faculty and classroom buildings. The Commonwealth of Virginia has projected an increase in enrollment in higher education of 75,000 students over the next five years while at the same time reducing resources allocated to higher education. As a response to these projected enrollment increases, Virginia Tech's plan for restructuring the University calls for the application of instructional technology in beginning to solve these problems.

Cyberschool will be implemented in three phases with early courses being developed in the College of Arts and Sciences, the University's largest college. Resources have already been reallocated within the University to accomplish this goal. The Instructional Development Initiative, a four-year, $10 million investment in the faculty and classroom infrastructure, will allow the University to leverage technology to accomplish its goals. The early phases will concentrate on high enrollment and core courses.

The courses targeted for the first phase of Cyberschool include Calculus, English, Biology, and Communications. Pilot courses were taught during the Summer of 1995 in an on-campus environment. During phase two, the courses will be taught at educational centers around the state using appropriate technologies over a high speed network linking these centers to the main campus. Phase three will provide the opportunity for wider dispersion of the courses statewide and beyond.

Early success has been achieved in two courses: communications research and civil rights. Faculty were given release time during the Spring Semester to develop Cyberschool courses for the Summer of 1995. Instructional design specialists, programmers, and graphic artists provided support in restructuring the selected courses. The results of these pilot efforts were shown on very positive student evaluations. These results are being used to assist in designing the second phase of the plan. Finally, phase three courses will be restructured for state-wide implementation. The question to be answered is whether the use of instructional technology can provide alternative solutions while still maintaining quality and improving access without adding substantial cost.

Virginia Tech is already investing substantial resources in this project and plans to continue this investment. The initiative provides faculty development workshops, improved student access to computing, classroom upgrades, and support for course development activities. The

University also recently received a grant from the Sloan Foundation to continue work on development of asynchronous courses, and to study the effect of this new paradigm on faculty productivity and quality of life. The cost effectiveness aspect of this work will draw from the early efforts of Massy and Zimsky (EDUCOM monograph, 1995).

The anticipated outcomes include improved student productivity in terms of student learning, greater access to core curriculum courses in the face of greater demand, and more cost effective course delivery during a time of diminishing resources.

Future Plans

The Instructional Development Initiative is part of Virginia Techís Phase II plan for restructuring. The long-range plan for this initiative is to offer an opportunity to all faculty members on a four-year cycle. The goals outlined for the 1994-98 time period are structured into three components:

Faculty Development

Provide the opportunity for all Virginia Tech faculty to participate in this faculty development program. The overarching goal is to motivate them to investigate, create, and utilize alternative instructional strategies. Provide participants who complete the program with access to state-of-the-art instructional technology, the knowledge to use it, and the motivation to collaborate with their colleagues in leveraging instructional technology in their courses.

Student Access

Provide advice to all students on their investment in computer technology in order to maximize its usefulness during their college career. Provide better access to computing resources for all students who do not have their own personal computers and provide computer labs for accessing specialized software which is unique to disciplinary areas (such as Perseus, Mathematica, and Daedalus). Provide network-based training materials for students in order to ensure that they have a basic foundation in the use of computing and instructional technology resources.

Course Development

Support faculty in the development of network accessible courseware and instruction. Facilitate the development of electronic libraries of scholarly materials supporting designated courses. Provide improved classroom and presentation facilities to support faculty efforts in introducing new technologies into core curriculum courses.

Challenges and Opportunities

As faculty learn how to leverage the use of technology in instruction, they will be supported in the redesign of these courses to provide new options for students. These include electronic access to the faculty during non-class hours, as well as to course materials, references, tutorials, simulations, and on-line testing as appropriate. Faculty are assuming new roles in the design, development, and delivery of instruction in a new educational environment. This use of technology will provide options for students to more efficiently master the content of the course. As a welcome side effect, such use of information technology will also provide students with much greater facility with advanced computer applications, experience which the corporate world increasingly views as one of the basic skills for college graduates.

Electronic access will provide the opportunity for students in a variety of settings, lifestyles, and age groups to enroll in these courses. Putting students and faculty on the network simultaneously enables faculty to monitor students progress during the course and provides immediate and much more productive feedback as their work progresses. Too often, students in large classes speak rarely or not at all due to shyness or an inability to articulate their questions as well as more verbal or aggressive classmates. These barriers can be removed by opening up asynchronous modes of communication such as E-mail, electronic office hours, or computer conferencing.

This greatly enriched learning environment enables students to proceed at their own pace in problem-oriented subject matter, and creates options for faculty to concentrate on problems being encountered by students in the class. The enhancement of the teaching-learning process will ultimately enable faculty in more advanced courses to concentrate on improving students higher level cognitive skills.

These new teaching and learning options will provide the opportunity and motivation for faculty to devote more time to designing course materials and to become more available to interact individually with students at a higher level of problem-solving activity. Under this scenario, students may become more independent learners as they interact with course materials, while at the same time benefiting from faculty expertise and experience in mastering course content and solving real world problems. As a result, the students acquire learning styles and attitudes that are critical to becoming successful life-long learners.

Students will eventually be able to interact with course materials without being encumbered by the traditional credit-for-contact model. Thus, the current practice of distance education will be transformed as students both on-and off-campus take advantage of courses designed with the flexibility to meet diversified needs. Physical adjacency to classrooms, labs, and libraries will become less important than electronic access to these resources. Particularly successful strategies will have the potential for implementation at other universities.

ERVIN BLYTHE is the Chief Information Officer of Virginia Polytechnic Institute and State University.

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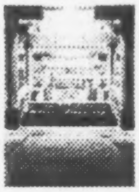

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Abstract: Richard Daley College – A case study in organizational transformation

Richard J. Daley College is one of the City Colleges of the Chicago Community College District. This case study examines the status of the College in 1994 and the significant organizational changes that took place in just two years to revitalize it.

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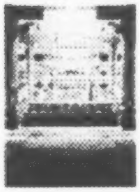

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CASE STUDY : Richard J. Daley College – A case study in organizational transformation

Richard J. Daley College is one of the City Colleges of the Chicago Community College District. This case study was prepared from a status report presented to the Board of Trustees by the college President Ted Martinez, Jr. If you need additional information or wish to follow-up on these initiatives, please call (773) 838-7511 or Fax (773) 838-7985.

This case study examines the status of the College in 1994 and the significant organizational changes that took place in just two years to revitalize it.

In 1994, upon the appointment of Dr. Ted Martinez, Jr., as President of Richard J. Daley College, he observed that the college had serious problems in its organizational, instructional and service structures which had resulted in low productivity and efficiency and a marked decrease in enrollment.

This case study/report is presented through the observation of the President upon his arrival and the actions taken to turn the college around in just two years. Central to the successful transformation of the college is the strong support and endorsement received by the Chancellor of the District and the members of the Board of Trustees.

At the outset, the President set forth his values and expectations for the college. He met with all work groups to discuss and inform them about his expectations; meetings were held with security, engineers, custodians, faculty, administrators and clerical staff.

These are the issues he outlined:

- Value the mission of serving students, student learning and the community
- Value the dignity and worth of each individual
- Value open communication; and open door philosophy
- Value clear roles and responsibilities
- Value teamwork—cooperation
- Value a positive working relationship based on trust and mutual goals and objectives
- High expectations regarding accomplishment
- High expectations regarding quality and follow-through
- High expectations for continual quality improvement and customer service orientation

General Observations

- Lack of quality standards by all employee categories
- Lack of supervisory accountability
- Lack of respect for administration
- Total resistance to all changes
- Lack of customer (student) service
- Lack of commitment to student, college, and community
- Rampant use of compensatory time for clerical staff
- Written college procedures did not exist
- Operational hours were generally from 9:00 a.m. to 3:30 p.m., Monday – Thursday
- No marketing or outreach to high schools, businesses and community
- No advisory committees for occupational programs

Actions Taken

The newly appointed President took on the challenge and began a focused transformation process with his administrative team. In addition, changes were made in the overall management of the college with the implementation of decentralized decision-making, planning and budgeting processes.

A planning and outreach initiative was launched by establishing the offices for Institutional Research and Media and Marketing and thus established an action plan to respond to NCA stipulations and implemented an outreach program. This program included offering workshops on customer service and student learning and established the Southwest Educational Partnership Council. Occupational education advisory committees were established to support training programs.

Observations Regarding the Status of Instructional Programs/Equipment

- No investment in instructional equipment: computers, sciences, arts, etc.
- Audio-visual equipment was terribly outdated in disrepair
- Computer labs (equipment, furniture, software) were an embarrassment; high school labs were better
- Contracts with training organizations were draining the college's budget without any quality standards
- Continuing education enrollments in a four-year decline

Actions Taken

Within the first month after being appointed, President Martinez requested and received $150,000 to upgrade the computer labs in the college. He then reallocated funds to purchase $70,000 of audio-visual equipment for faculty use, and completed the lab school playground repairs.

Subsequently, he invested close to $1 million in grant and institutional funds to upgrade all computers resulting in every workstation and faculty office now having a computer.

More student-centered scheduling took place resulting in an increase of credit, continuing and adult education enrollments, thus reversing a four-year declining trend. To achieve better productivity, the instructional departments were downsized from 11 to 6.

Most importantly "student learning" was established as the college's focus. A Center for Learning and Teaching Excellence was established as well as a College Prep program (pre-credit and developmental).

Finally, he was successful in obtaining a Title III grant to support student support services.

Observations Regarding the Faculty Roles

- Faculty Council committees dominated college governance; "successful college is one where faculty make decisions that are supported by administration"
- Organized faculty development did not exist; faculty not required to attend
- Documentation or reporting of class cancellations or leaves nonexistent
- No faculty advising process for registration in place; faculty chose whether to participate in registration process or not; self-interest was priority
- Faculty evaluations for 1993-94 were completed without actual observation
- Course offerings were primarily scheduled from 9:00 a.m. to 12:30 p.m., Monday - Thursday; minimal evening and almost no weekend classes
- Faculty limited work to 12 contact hours; low average class size; no accountability for work; some missed the first two-three weeks
- Bloated schedule based on four sections per faculty member
- Department chairs restricted their work to teaching and schedule building
- No relationship between instruction and counseling
- No accountability or quality for sabbaticals
- Graduation, student recognition, class schedules all set for the convenience and maximum monetary benefit of faculty and staff
- Union representatives ran department chair meetings

- No commitment for marketing, recruiting or retention; viewed as responsibility of administration

- Poor record-keeping of student attendance, grades, incomplete grades, etc.

- No interest in course and/or program development; must be paid with stipend

- No faculty involved in grant activity to support disciplines/programs

Action Taken

The President began by creating joint faculty/administrative committees involving all employee categories and students, and expanded administrative staff meetings to include department chairs. A new College Leadership Council was instituted, as well as monthly meetings with clerical and administrative staff.

Also, teams were established, that resulted in a revamped registration process for students that include faculty advisement. The scheduling process was also revamped to increase average class size and be more centered on student needs.

A comprehensive faculty development week was developed as well in order to meet the training needs of the faculty as we transition to the 21st Century.

Department chair expectations were developed and implemented as well as decentralization of counseling services (with counselors assigned to departments) and library services (with librarians also assigned to departments).

Procedures to strengthen documentation of student records were also developed and restructured graduation and student recognition programs to provide a higher quality. Faculty in low enrollment programs were transferred, and the President then proceeded to hire strong instructional leaders to head up the divisions.

Observations Regarding the Clerical Staff

- Comp time and leaves were reported to clerk in Business Office without super- visor approval

- Most came in at 7:30 a.m. and left at 2:30 p.m., with a one-half hour lunch period

- Rampant use of comp time; no records kept of use by supervisors

- Lack of customer (student) service; hostility expressed often

- Resistance to all changes; "gotcha games" followed with grievances

- Productivity and quality levels very low

Actions Taken

Immediately upon arrival, the President established college operational hours from 8:00 a.m. to 5:00 p.m., and negotiated the lunch hour be extended to one hour. He then proceeded to establish college procedures that addressed supervisory responsibilities; eliminated comp time during registration and saved $3,000 a semester in supper reimbursements.

In order to improve the college response to its community and students, customer service workshops were provided for all staff. An employee recognition program was established and quarterly meetings with union leadership were scheduled. In addition, clerical staff were included in all college activities.

Observations on the Status of the Facility

- Lack of cleanliness of classrooms, cafeteria, restrooms, windows and floors

- No investment in maintenance of facilities and equipment

- Lack of scheduled maintenance or equipment replacement

- Seating, tables and equipment throughout the college in disrepair

- College bookstore across the parking lot in a temporary building

Actions Taken

The President set the expectations for the custodial/engineering staff, then established through its administrative and supervisory team continual follow-up to ensure quality of work. Major remodeling projects were established such as roof and carpeting replacement, child care playground repair, parking lot lighting etc., and moved the bookstore into the main building resulting in increased sales and better service.

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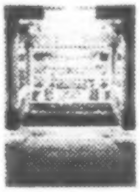

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CASE STUDIES OF INITIATIVES AT UNIVERSITIES

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Lincoln University in Newzeland

University of Calgary

University of Minnesota, Crookston

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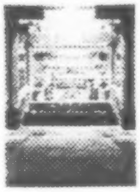

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Abstract: George Mason University New Century College - Fairfax, Virginia

GMU's New Century College, located in Fairfax, Virginia, is an undergraduate degree program that incorporates the latest techniques in teaching and learning–organizing small groups of faculty from various disciplines and students (based on interest) into "learning communities," to work on intellectual problems; making learning relevant by connecting class work and discussion to the real world; and assessing student mastery of skills, methods, and basic professional theories by requiring student portfolios.

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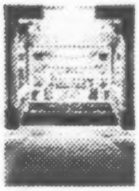

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Case Study: George Mason University New Century College

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For years George Mason University (GMU) has been nationally recognized for its creative growth and development. GMU created institutes to achieve cross-disciplinary program focus and to introduce new "cultures" into the prevailing culture of a liberal arts institution that began its life as a two-year branch campus of the University of Virginia. By so doing, GMU created a multi-campus, distributed, interactive university serving Northern Virginia.

George Mason leveraged the forces of transformation through its new George Johnson University Center. Combining funding for two buildings, a student union and an academic building, GMU developed a vision for a combination of student union, information technology-rich study space, a meeting place for the entire university, and a location for innovative academic programs. The facility has the look and feel of an "academic mall." Its core is a three-story high atrium housing a food court, bookstore, banking, and other commerce on the first floor, as well as the electronic library. Upper floors have extensive study space and docking facilities for remote computing, offices for student organizations, other dining facilities, academic program offices, and classrooms.

The University Center is a prototype of "mixed use" space for institutions in the Knowledge Age. Students, faculty, staff, and visitors can engage in scholarship, work, entertainment, edutainment, dining, commerce, or other activities. This facility has become a magnet for campus activity and a mixing place for the entire university community.

One of the academic programs located at the University Center is the New Century College (NCC). In this program, students create their own self-paced degree program and extensively utilize the tools of Information Age scholarship. The symbolism of NCC's location in the University Center is especially apt. More information on George Mason University can be found at http://www.gmu.edu.

A full and complete case study can be found through their web site at http://www.ncc.gmu.edu

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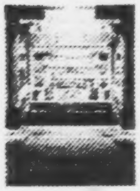

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Abstract: Lincoln University, New Zealand

This case study describes the Lincoln Futures Program and how anticipatory management tools were used to support the transformation of Lincoln's organizational culture.

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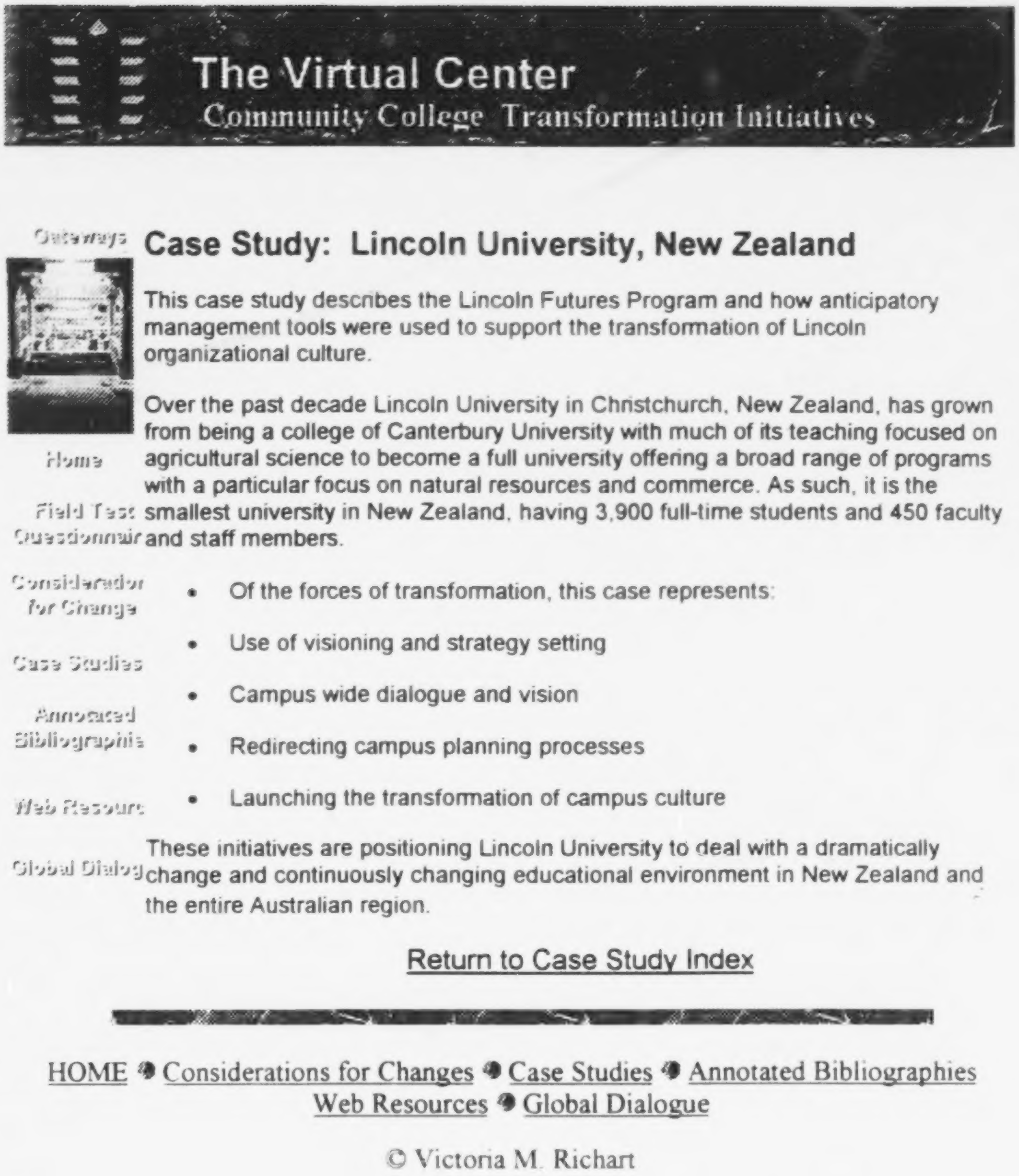

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Case Study: Lincoln University, New Zealand

This case study describes the Lincoln Futures Program and how anticipatory management tools were used to support the transformation of Lincoln organizational culture.

Over the past decade Lincoln University in Christchurch, New Zealand, has grown from being a college of Canterbury University with much of its teaching focused on agricultural science to become a full university offering a broad range of programs with a particular focus on natural resources and commerce. As such, it is the smallest university in New Zealand, having 3,900 full-time students and 450 faculty and staff members.

- Of the forces of transformation, this case represents:
- Use of visioning and strategy setting
- Campus wide dialogue and vision
- Redirecting campus planning processes
- Launching the transformation of campus culture

These initiatives are positioning Lincoln University to deal with a dramatically change and continuously changing educational environment in New Zealand and the entire Australian region.

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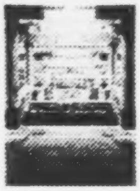

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Abstract - University of Calgary

The University of Calgary illustrates how a campus-wide visioning process can be utilized to leverage and unleash the forces of change. This case study demonstrates:

- Extensive use of campus visioning and strategizing groups,
- Broad participatory visioning processes,
- Redirection of existing planning and resource allocation processes, and
- Opportunities for Knowledge Age Learning

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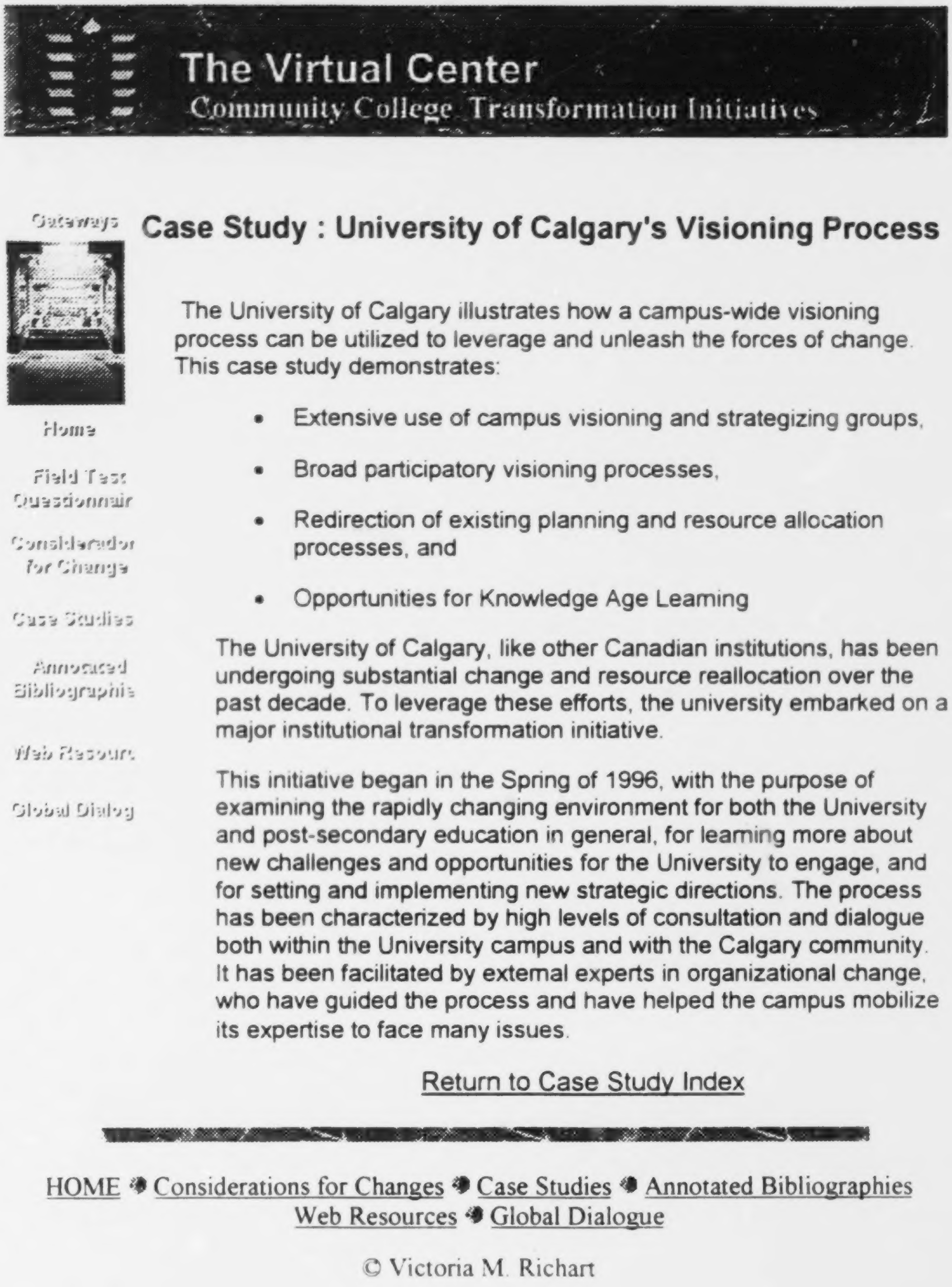
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Case Study : University of Calgary's Visioning Process

The University of Calgary illustrates how a campus-wide visioning process can be utilized to leverage and unleash the forces of change. This case study demonstrates:

- Extensive use of campus visioning and strategizing groups,
- Broad participatory visioning processes,
- Redirection of existing planning and resource allocation processes, and
- Opportunities for Knowledge Age Learning

The University of Calgary, like other Canadian institutions, has been undergoing substantial change and resource reallocation over the past decade. To leverage these efforts, the university embarked on a major institutional transformation initiative.

This initiative began in the Spring of 1996, with the purpose of examining the rapidly changing environment for both the University and post-secondary education in general, for learning more about new challenges and opportunities for the University to engage, and for setting and implementing new strategic directions. The process has been characterized by high levels of consultation and dialogue both within the University campus and with the Calgary community. It has been facilitated by external experts in organizational change, who have guided the process and have helped the campus mobilize its expertise to face many issues.

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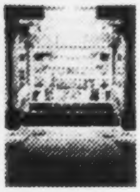

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Abstract: University of Minnesota, Crookston

The introduction of notebook computers provided the University of Minnesota, Crookston with a powerful instrument for leveraging change. It included:

- introduction of campus-wide mobile computing;
- A vision of mobile computing as a campus differentiation
- Broad discussion of the initiative;
- Creation of a mobile computing culture that change the way faculty and students interact and learn; and
- Development of mobile computing products by faculty and students.

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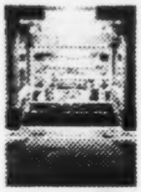

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Case Study: University of Minnesota, Crookston

A Notebook Computer For Everyone: A Case Study of the University of Minnesota, Crookston's Technology Strategy. Prepared by Donald Sargent, Richard Heydinger and Tom Jorgens.

Introduction

The University of Minnesota, Crookston (UMC) is one of the pioneers in making a universal commitment to using computing technology and information networking across its learning environment. In 1993, after more than a decade of gradually expanding the use of computing systems, UMC took the dramatic step of providing notebook computers to all of its full time students and faculty. It also launched a major effort to create the networks that would link them to one another and to the world.

This decision was a key outcome of an intense strategic planning effort with a vision of expanding self-directed learning within UMC's polytechnic baccalaureate programs. The vision emphasized a future where the mobile power tools of the information age encourage and enable lifelong learning. Underlying the overall strategy was a clear message from employers that the ability to use the tools of the information society and to continue the learning process was becoming a basic expectation for graduates beginning their careers.

The Notebook Computer Technology Environment

A key to making the technology strategy work, was the choice of a mobile system, the IBM ThinkPad™ notebook computer. The computer used during the period described in this chapter was the IBM 701 CS notebook with color monitor, modem, sound and Ethernet card. The notebooks were pre-loaded with Microsoft Windows 95 and Office 95 and Netscape Navigator. A technology access fee of $300 per quarter was added to the tuition and fee schedule for all students that finances the computer equipment, software, access to local information resources including the library,

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the Internet, and free printing.

All faculty, staff and students have e-mail addresses and are on the local area network (LAN). Fifteen classrooms were remodeled to include Ethernet and electrical connections at each student seat, a digital overhead camera and projection unit in the teaching station to connect the faculty notebook into the server system and a printer. Residential life students have Ethernet connections in their rooms. The common areas on campus have similar connections. More classrooms continue to be remodeled to provide Internet access.

A help desk, staffed from early morning to late night, serves as the distribution and service center, provides warranty service, checks out notebook computers for part-time students, and is a place for everyone to go for problem assistance. The campus instructional technology center aids faculty in the review of various software and equipment and provides some training programs. There is dial-in access to the campus network for faculty and students when they are off-campus.

Reviewing the Progress

After three years of experience, signs of a dramatic change are widely observable. Students used portables to take notes, communicate with faculty, prepare reports and presentations, access information, and solve problems. Reliance on notebooks was readily apparent in the student lounges and dorms, where students are often found working in teams. Most faculty members used their computing technology in a wide variety of ways to provide enhance learning experiences for students. Nearly everyone on campus, from beginning students to senior administrators, used their notebook and the network to communicate, share information and automate routine tasks. And as the campus day comes to a close, the mobile systems continue to be used and Internet peak use now occurs during the evening.

To measure the results of its technology strategy, UMC conducted a survey of both students and faculty during winter quarter of the 1995-96 academic year. This survey provides base line data to be used for future comparison. The student survey included a return of 177 students in the 2nd period class. Twenty-eight faculty of the 50 full-time faculty responded. The survey results suggest that progress on meeting the initial UMC goals of putting advanced learning tools and people together, developing the skills of lifelong learning and moving the norm toward universal literacy in information age technology, has been fairly rapid. It is equally apparent that the forward race of technology requires a deep commitment to continuous improvements in both technology and technology related learning.

I. Assessing the Student Experience

UMC students were asked to respond to questions about benefits they gain from having the technology, about the extent and diversity of their use of major applications, and about their perceptions of overall impacts on their education and career preparation.

The large majority of UMC students indicate that they receive major benefits from the technology commitment. Almost 9 out 10 students reported benefits. The strongest perceived benefits come from building technology skills that students associate favorably with career preparation. They also perceived gains in the quality and efficiency of their learning experiences. An example of this is evident from the 87% of students who indicated that they are able to do their work more quickly and achieve greater accuracy with 75% reporting a perceived increase in the amount and quality of learning.

The use of computers and networking reflects the diversity of students and programs at UMC. The most popular applications are writing papers, completing assignments, sending e-mail and entertainment. Note taking, information searches on the Internet, self-directed learning and communicating with faculty and other students, also ranked high in frequency of use. UMC students illustrate a growing level of sophistication with approximately 50% of the students using spreadsheets, presentation graphics and problem solving applications.

How Students View the Impact of the Notebook Computer Technology Strategy

Students are also validating several of the key assumptions behind the UMC technology strategy. For example, two out of three students said that they believe their prospects for getting the job they want after graduation are enhanced by their UMC experience. Four out of five students indicate that they have gained in ability to continue learning after graduation, as a result of exposure to technology. Nearly one out of two students indicates that the technology commitment of UMC was a factor in their decision to enroll, and a roughly equal share said that it influenced them to stay at the school to pursue a degree once they were enrolled.

Several of the students who were interviewed personally confirmed these survey results. For example, a UMC student from Winnipeg, Manitoba said: "The biggest impact is that we are looked upon as the pioneer, and it is a source of pride. It was a big factor in my choice to come to UMC." An older student noted: "If you have a strong understanding of technology, you have a great advantage in business." She indicated that UMC's technology commitment was a big factor in her decision to come back to school and in her decision to pursue a career in the information technology field. A freshman commented that: "A lot of students come to UMC because of the technology."

II. Assessing the Faculty Experience

Widespread use of computing technology by the college's faculty became common during the 1980's, and by 1987 all full time faculty members had desktop computers. During this time, faculty members were encouraged to incorporate computing technology into their teaching, research and outreach. Their experiences helped to build support for a larger commitment to integrating technology into the educational process. In 1994, all faculty were provided with notebook computers. In the 1995-96 survey, faculty were asked to assess their campus and personal experience since the implementation of the notebook technology commitment.

A. How Faculty View the Impact of the Notebook Computer Technology Strategy

There is agreement among the UMC faculty on the impact of the notebook technology. Ninety percent of faculty report that student opportunities for project learning have been increased. The large majority of UMC faculty perceive significant changes in the way they teach and are actively involved in developing new materials and tools that take advantage of the technology.

Improvements in intra faculty communications and off campus work were noted. Sixty percent of the faculty indicated that UMC has become a more exciting, dynamic and rewarding place to work as a result of the technology commitment.

B. How Faculty Perceived Changes Linked to the Notebook Technology Strategy

The most pervasive changes on the campus reported by faculty are directly linked to the use of technology. Technology skills and computer literacy have expanded across the campus. Faculty members feel pushed to keep ahead of the skills and expectations of students. The majority report increased communications with students and other faculty, as well as linkages with other colleagues.

There is considerable evidence to suggest that the most significant short term impact is in the reallocation of time use to different kinds of activities. For example, both this survey and personal observations corroborates an increase in communication between student and faculty. At this stage the majority of the faculty do not perceive an increase in productivity accruing from the technology. That is not surprising given the fact that faculty has made a considerable personal investment of time and energy in skill building and innovation.

C. How Faculty Used Computing Applications

The routine use of computers and networks for word processing and electronic communications has become universal at UMC, with nearly everyone making daily use of these tools. Probably this could be said about many campuses today. However, at UMC 90% of the faculty are now reporting regular use of presentation software, spreadsheets and topical field related software. Nearly all faculty also report using the resources of the Internet and electronic libraries, technologies that were not readily available three years ago.

Although there is widespread use of the general tools, usage among faculty falls off for more specialized tools as the graph below shows. However, there is anecdotal evidence that these rates are also accelerating.

III. Conclusions

The 1993 commitment that the University of Minnesota Crookston made to providing all students and faculty with notebook computers has had an immediate and dramatic impact on the teaching and learning environment. Most importantly, students have renewed self-confidence as they approach their careers, prepared with up-to-date technology skills and an approach for life long learning. Faculty have made the time investment required to expand their own skills and reexamine their teaching. Among the major conclusions that can be drawn from the UMC experience are:

Putting notebook computers in the hands of students and faculty, coupled with widespread access to networks and standardized core applications has proved to be a broadly effective educational strategy.

Students place a high value on the skills and experience with technology they gain at UMC and plan to carry that forward into their careers. As a result student use of technology is at a high level.

Faculty members have generally moved quickly to adopt new technology and incorporate it into the teaching and learning environment. Growing innovation has become evident.

The identification of early faculty innovators is important. They need support and are key in adoption and implementation of the technology strategy.

Support systems that make technology user friendly are critical to the success at UMC. Simple high benefit applications are adopted quickly by both students and faculty, followed by more complex, specialized uses.

The anytime/anywhere features of portable computers and dial up networks with a comprehensive technology support system and multi-media capable classrooms with Ethernet and electrical connections to student seats.

Students are gaining valuable self-directed learning skills as a result of having 24 hour access, easy to use systems and encouragement to work together with other students.

The essential financing of computer technology can be successfully accomplished using technology fees when the value-added benefits to the student learning experience are understood by the faculty and students. It is a partnership.

Adopting a successful technology strategy requires not only a commitment to reallocation of funds with each unit budget to implement the notebook network technology strategy but also an ongoing commitment to keep technology current and to continue building technology capacity, along with critical training and support.

The mobile computing model figures prominently in the University's plans for the future.

IV. Looking Ahead

The original goal in implementing the notebook technology at UMC was to strengthen the teaching/learning environment so that students became more self directed learners with the ability to use the tools of the information society. Even though great strides have been made towards that goal there are some remaining challenges.

There must be an increasing investment in instructional development to utilize the constantly changing technologies and to accommodate different learning styles.

A large number of students upon high school graduation have not developed the discipline necessary to master learning outside of the classroom setting.

Technology investments must continue to be balanced with productivity and/or other value added outcomes.

New educational services for the information based society utilizing the mobile notebook technology need to be implemented as part of the institution's programs and services.

More students will enter college with computers and with greater differences with technology skills. Thus institutional technology strategies will need to be modified every year.

Technology initiatives require continual attention. They just may be the catalyst needed by higher education institutions to retain their role in the education provider industry.

DONALD SARGENT is the Chancellor of the University of Minnesota, Crookston

RICHARD HEYDINGER is a partner with the Public Strategies Group, Inc.

TOM JORGENS is President of MetaDynamics, Inc.

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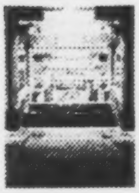

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Abstract: California State Universities Global Campuses

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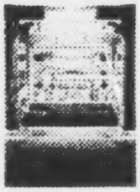

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Case Study : California's Global Campus

Through a grant from the DELTA project of the California State University System, the CSU campuses at Long Beach, San Jose, Chico, and Cal Poly San Luis Obispo are collaborating with the New Media Centers and other institutions to build an electronic "Global Campus" accessible to anyone on the Internet. The Global Campus is an emerging World Wide Web project containing a variety of outstanding educational materials such as images, sounds, text, and video to be used for nonprofit, educational purposes. The goals of the project are to share resources through technology, to provide a means for institutions to make their resources available to others worldwide while respecting intellectual property, and to provide high quality materials for instructional development. In addition to the materials contained in the database, the Global campus points to a variety of other projects. We have made an effort to assure that these projects are cleared for educational use under the same conditions as the material contained on our database. However, the dynamics of the WWW make it difficult to accomplish this for every link. Therefore, we recommend that you contact the owner of a project before downloading the material for a presentation or other educational purpose.

URL:<big><big /gc/index.html

Suggestions or Comments? Contact: gcampus@csulb.edu

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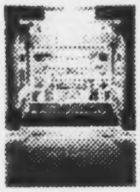

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Going the Distance is a new educational initiative of the PBS Adult Learning Service and public television stations in response to the growing population of adults who want to earn a college degree through distance learning. For over 13 years, public television stations in partnership with local colleges have offered telecourses to over 2.8 million adults. Going the Distance (GTD) takes that effort to its next logical step--development by these local college-station partnerships of an actual college degree at a distance using telecourses and other offerings.

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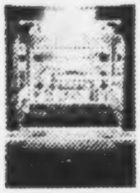

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Going the Distance is designed to:

- respond to the growing demands of adult students for improved access and an accelerated degree completion process
- expand an institution's ability to serve underserved and underrepresented student populations, e.g. minority, rural, urban, incarcerated, and homebound
- promote partnership and collaboration between public television stations and colleges
- position public television stations as strong partners in education
- place participating institutions in a national leadership role in distance education

For additional information or an update on Going the Distance please visit the PBS Adult Learning Service site or call 1-800-257-25 or contact them at:
http://www.learner.org/content/ed/tc/edgtddescrip.html

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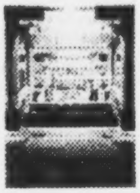

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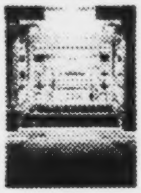

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Abstract:: Open Learning Agency - a unique, fully accredited, publicly funded institutions offering education through the world

The Open Learning Agency (OLA) is a unique, fully accredited, publicly funded institution that provides a wide range of formal and informal educational and training opportunities to learners in British Columbia and around the world. We use various technologies and work in partnership with many other organizations. Located in Burnaby, British Columbia, Canada, the OLA is comprised of several components including:..\CaseStudies/LAPASS.HTM

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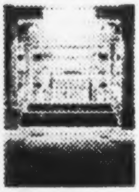

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Case Study: Open Learning Agency- a unique, fully accredited, publicly funded institutions offering education through the world

The Open Learning Agency (OLA) (http://www.ola.bc.ca/) is a unique, fully accredited, publicly funded institution that provides a wide range of formal and informal educational and training opportunities to learners in British Columbia and around the world. We use various technologies and work in partnership with many other organizations. Located in Burnaby, British Columbia, Canada, the OLA is comprised of several components including:

* The Open University and Open College, which have provided open learning credit courses and degree programs since 1979;

* Workplace Training Systems, which serves the education and training needs of people in their places of work;

* School Programs, which serves the needs of teachers and learners in the kindergarten-to-grade-12 (K-12) sector;

* The Knowledge Network, British Columbia's educational television service, broadcast to more than 500 British Columbia communities (approximately half a million regular viewers); and

* ICES, an international credit-evaluation service.

The Open University and Open College (OU/OC) together meet the needs of over 12,000 students each year, delivering approximately 300 different courses at a distance and utilizing a variety of delivery methods and technologies: print, mail, telephone, teleconferencing, video-conferencing, broadcast television, and, most recently, e-mail, computer conferencing, and the World Wide Web. The OU/OC has an "Open Door" enrollment policy; many courses have no prerequisites and there is no formal admission to the university.

The Open University offers a fully articulated university transfer program at a distance, which includes flexible credit transfer arrangements. The result of this flexibility is that many of the students who take our courses do not receive their credentials from us, and many of those who receive their credentials from us have not taken all their courses with us.

THE OU/OC ONLINE PROJECT

An innovative project of the Open University and Open College, "OU/OC Online" uses computer conferencing as one of its primary delivery mechanisms. The original mandate of the project was to increase student satisfaction and participation, thereby increasing the probability that students would successfully complete individual courses with us, go on to take further courses, and eventually complete entire programs.

We began the OU/OC Online project having had some experience with earlier university-level and K-12 online pilot projects. OU/OC Online required -- and received -- wholehearted OLA-wide participation and support. This institutional buy-in was critical to the project's success. OLA's "Strategic Priorities and Education Plan" specifically encouraged the use of information technologies to deliver existing courses to our traditional distance-education markets. The project was championed by the Director of Academic Studies. The Associate Director of Structured Learning served as the Project Manager. Other team members included: Program Coordinators, Course Designers, Tutors, Senior Tutors, Program Assistants, and Graphic Artists; representatives from the Registry, Student Records, Exams, and the Student Library Service; and members of the Instructional Computing Services and Corporate Communications groups.

One of the most challenging aspects of the project was its timeline: eight months from initiation to delivery. The project was launched in March 1995; its plan was completed and accepted in May; implementation began in June; and online delivery to students began in November 1995.

The project plan had to deal with a complex set of issues including:

* Articulation of the concept,

* Description and design of the environment (its "look and feel"), * System design,

* Interconnectivity with other online services, * Tutor Collective Agreement issues,

* Measurement and evaluation benchmarks, * A three-year operating plan,

* A marketing and communications strategy, and

* An impact analysis on Student Services and other Agency departments.

THE OU/OC ONLINE ENVIRONMENT

Courses offered through The Open Learning Agency's Open University and Open College Online (http://www.ola.bc.ca/ou/) are delivered via the user-friendly but sophisticated FirstClass computer-conferencing software (http: //www.softarc.com/). Students receive the OU/OC customized FirstClass software when they register in an online course.

All of the OU/OC Online courses are also offered in a regular, non-online distance mode so that students have a choice of delivery method. In the non-online mode each student receives a comprehensive course package in the mail and has regular telephone contact with his or her tutor. Assignments are delivered to and from students by mail.

Most of our online courses include print packages: a course manual, units of commentary and step-by-step instructions, and textbooks; as well as maps, audiotapes, videotapes, etc., as needed. Instructions for assignments are usually provided online. Many of our online courses are also telecourses; that is, they have required television components that are broadcast on the OLA's Knowledge Network, the British Columbia educational television station.

For OU/OC Online we designed and developed a FirstClass environment for post-secondary course delivery that provides the following for each student:

* Course content (in addition to what they receive in their course package) divided into course information, units, seminar areas, assignment instructions, etc.

* A Personal Mailbox for receiving and organizing e-mail

* An online FirstClass Orientation, a training course to which they have access the entire time they are working on the course, should they need to refer to it at any time. They also receive a sixty-page OU/OC Online FirstClass Manual and a twenty-minute video that guides them -- showing both the Mac and Windows platforms -- through the basic online activities: interacting with others; using the personal mailbox to send, receive, delete, and save mail messages; managing files and documents; uploading and downloading attachments; and participating in conferences.

* An unmoderated student lounge open to all OU/OC students taking online courses (but inaccessible to tutors or OLA staff!) -- a place for casual, non-course-specific interaction

* Online technical help and both telephone and e-mail access to a technical support person

* Comprehensive student services, including access to university library materials and a librarian, exam information, the registry, academic advising, and detailed course information

* A detailed, searchable broadcast schedule for the OLA's Knowledge Network television station

In addition to all of the above, course tutors have access to:

* Interactive and asynchronous Online Instructors' Training, which is complemented by a printed Online Instructors' Manual; and

* An online Faculty Club (inaccessible to students).

Most of the issues pertaining to online education are pedagogical, not technological. Appropriate use of the various educational media, whether it be print, computer conferencing, audio, and broadcast television or video, is crucial. Naturally, reading and the exchange of ideas are the cornerstones of university learning. Reading is best done in print, not on the screen, so it is not advisable to deliver large blocks of text online. However, the online environment is perfectly suited for the exchange of ideas through seminars and discussions, one-to-one communication, and teamwork. The online environment should be just one of many tools available to you. Don't try to make it do everything.

The keys to the success of online delivery are:

* Well thought out graphic and instructional design of the environment itself;

* Partnering of online tutors and instructional designers in the initial design of the online course environment, organization, pacing, and content;

* Course-to-course consistency in the use of the environment and its icons, ensuring that a student who has taken one online course will immediately feel "at home" when he or she enrolls in another one;

* Technical support for both tutors and students, especially at the beginning when getting connected is the worst bottleneck;

* Student and tutor training in how to use the conferencing system and separate training for tutors in online instructing strategies; and

* Links to the library and student services infrastructure.

We are experimenting with a few delivery models, including: group enrollment with strict pacing (often linked to television broadcasts); continuous enrollment, where a student can begin at any time and proceed at any pace; and a hybrid of continuous and paced models, what we call the "dude ranch model," where students queue-up until a critical number is reached -- say fifteen – and then work as a group, in a paced manner through the course. Some studies have shown that there are much higher completion rates with paced delivery.

To see what the OU/OC Online FirstClass environment looks like and how it works, we provide a simulation on our OLA Web site at http://www.ola.bc.ca/ou/online/. Our FirstClass environment is not delivered on the Web, however. This simulation only provides an illustration of what it looks like and how it works to people who visit our Web site. Any comments or questions can be sent via e-mail to a "mail-to" contact on our site.

IMPACT ON SUPPORT AND STUDENT SERVICES

There were many issues to be dealt with in delivering courses in an online environment that were not a direct part of the course delivery but were essential elements of managing the process. Processes that had the most impact on OLA staff were student registration, the management of online accounts, the distribution of materials to students and tutors, and the requirements of the telecommunications infrastructure.

Registration

In the Registry and Student Records areas, the information-flow requirements to new service areas were critical. Information had to be shared with compressed time frames, since the new courses were delivered starting on a specified date, and not continuously (whenever the materials were received) as with the traditional print-delivery mechanisms. A related issue was the need for information on the new timelines and requirements for students in the online courses. The information was not always at the fingertips of the registration and records staff.

Online Account Management

Managing the creation, modification, and eventual deletion of student "online" accounts presented another challenge. Again, the principal requirement was to provide a timely flow of information to and from the client groups. Students registering at the last minute often found themselves unable to commence on the published start-date of the course, and had to "catch-up" once they got online.

Materials Distribution

For the same reasons, the Materials Management group, the people at OLA who pack materials and send them to students, had to deal with two types of packages for each online courses (one package for online students and another for traditional distance education students). They also had to contend with new types of materials, such as software and disk duplication. Turnaround times and inventory availability were critical.

Telecommunications Infrastructure

Providing reliable Internet telecommunications at a reasonable cost given BC's geographic distribution – a total population of three million, with most of the population concentrated in the south-western corner, and the rest dispersed over a vast hinterland of small cities, towns, and outposts – was also a challenging task. Lack of Internet service providers in all the regions left us little choice in selecting a carrier. This required us to work out service issues knowing that there was no alternative vendor. In the initial stages of the project, the individual students' telecommunications costs were covered by the Open Learning Agency. It is most likely that in the future a requirement for participation will be that the students have to be responsible for identifying, signing up for, and paying for their own Internet access.

LESSONS LEARNED

Overall, we have learned that the migration to an online environment is indeed a "Slow Revolution." Moving from pilot project to full implementation has clearly shown that the needs of the "early majority" differ from "early adopters." For the early adopters, support services become more critical, and there is a need to be more proactive in their provision. An effort such as this has required a great deal of inter-Agency collaboration and communication.

In summary, it can most certainly be said that the benefits of delivering courses online are great. In addition to providing an enriched learning environment for students, the enthusiasm and experience gained by tutors has been significant. Pursuing our strategic initiatives has gained us increased support from the provincial government, and opportunities have arisen for us to collaborate and provide various online services to other postsecondary institutions in British Columbia.

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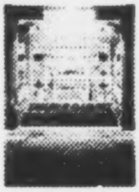

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Abstract: Hewlett-Packard

Forbes voted Hewlett-Packard (HP), a manufacturer of computers, printers and sophisticated electronic instruments, as the top U.S. corporate performer in 1995. HP is a cultured organization firmly populated by highly educated engineers. The basic premise of Hp's success derives from the belief of William Hewlett and David Packard, its founders, that the HP were also the company's owners and were to be treated accordingly. Good salaries, stock options profit sharing and employment security created a strong and united culture within the organization. As such the employees never saw the need to form any type of union. Yet even in this outstanding environment global competition took its toll and the Santa Clara division in California was the first to see an alarming loss of sales and massive downsizing. The managers and engineers had become complacent as a result of years of prosperity and had lost touch with their customers. A complete transformation was necessary if HP was to remain a top competitor.

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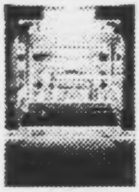

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CASE STUDY - HEWLETT-PACKARD (HP)

Forbes voted Hewlett-Packard (HP), a manufacturer of computers, printers and sophisticated electronic instruments, as the top U.S. corporate performer in 1995. HP is a cultured organization firmly populated by highly educated engineers. The basic premise of Hp's success derives from the belief of William Hewlett and David Packard, its founders, that the HP were also the company's owners and were to be treated accordingly. Good salaries, stock options profit sharing and employment security created a strong and united culture within the organization. As such the employees never saw the need to form any type of union. Yet even in this outstanding environment global competition took its toll and the Santa Clara division in California (the third oldest division of the company) was the first to see an alarming loss of sales and massive downsizing. The managers and engineers had become complacent as a result of years of prosperity and had lost touch with their customers. A complete transformation was necessary if HP was to remain a top competitor.

The beliefs and values that guide HP were created by its founders and have been codified in a document entitles "The HP Way." Amongst these values you find at the top (1) profit which is the ultimate source needed to prosper, (2) commitment to innovation and contribution to science, industry and human welfare, (3) enjoyment of work, (4) flexibility in working towards a common goals in ways employees help determine are best for their operation and organization. They saw HP as a family and its employees as its best asset. So what went array?

Basically the world changed and HP did not. Customers were shifting from analog to digital equipment and computer-aided engineering was proliferating. In addition, at the Santa Clara branch they had specialized on sophisticated general-purpose

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test equipment having obtained sizable contracts from several aerospace giants. The test market was also shifting and HP was not leading this change even though the Santa Clara Division was called "the science fair division." It was this internal belief that they were the experts that greatly contributed to the decline. They believed that they did not need to ask their customers what they wanted because they were the scientists and they knew better, they could "imagine the customer's needs." This introversion cause the division to lose its ability to communicated both internally and with the outside world.
In addition the cherished HP family feeling had also began to erode. The employees had also been taking the company's generosity for granted. The company's generosity and "family feeling" had become a form of entitlement that was no longer connected with achievement and results. As profits declined and the organization plummeted, the realization that action was eminent slowly set in.

As a result the division's leader and its top management and engineers decided upon a three-step process to address their problems. First they were to conduct an environmental scanning and identify the business sectors with the most promise. Second they transform themselves into an organization that rapidly and efficiently develop products for these new business sectors. The third and most important analysis would focus on the HP Way and ensure that its underlying principles would be renewed and would drive the new organization.

Their analysis of the business sectors resulted in their focus on multimedia transmissions in the emerging telecommunications market. They agreed that their success in this vast new market lay in combining existing technologies to synchronize the flow of data in the communications and electric power industries. Instead of regulating cars and airplanes they would regulate data. They concluded that power was the utility of the Industrial Age and timing and information the utility of the Knowledge Age. They concluded that society was moving towards providing and using information anytime, anyplace and they wanted to be there to facilitate that exchange.

Once they had agreed on their niche they needed to transform themselves to a productive organization. It became very clear to them that in order to transform themselves they needed to create a new sense amongst all employees a renewed sense of responsibility and accountability. Their analysis pointed that not only the Santa Clara division needed to transform itself but the entire HP network had come to the same conclusion with a focus of becoming more nimble and adaptable not only in manufacturing but in research and development as well. The leadership formed a design team to come up with a transformation strategy. However even in Hp's trusting and participatory environment there was reluctance and mistrust that the design team would not 'take care of their ideas and or projects.' Nevertheless the design team proceeded with a strategy that would create a new organization built on personal leadership, accountability, initiative, teamwork and continuos learning. The new organization would be flat, with fewer layers of management, and with the 'pull' principle whereby teams would take full responsibility for product design and development.

After several months of broad-based planning and design the new plan for the entire organization was unveiled. Not surprisingly the strongest resistance came from the R and D where the engineers had always commanded the highest status at HP and new customer focus was a new paradigm difficult to grapple with. After all, they were the experts. They resisted. Patiently and by reinforcing the HP Way management and the design team work with the engineers and they reached an agreement to at least 'give it try.' Within a few months there were encouraging signs. Intellectually the engineers began to understand the new paradigm and their roles within it. However internalizing the new focus and the engineer's role vis-a-vis the customer was a more difficult task that took additional time and much test and fail attempts.

After a couple of years analysis of the HP situation at Santa Clara demonstrated tat the redesign had worked and was paying off. New products were being brought out on schedule, within budget and with comfortable profit margin. The R and D engineers were now excited to work in self managing teams evaluated by their peers and performing within the HP Way principles.

The success of the transformation of the HP Santa Clara group can be summarized as having applied several basic principles for successful change. Everyone in the company realized they needed to change. Employees were seen as assets and their contributions to the change process were essential. The design team was composed of those with the highest stake and had ownership over the transformation process along with the strong sense of responsibility to bring everyone around. Finally and the most important element was their true connection with their customers.

For an excellent and comprehensive study of this reform initiative please read "Restoring Prosperity – How workers and Managers are Forging a New Culture" 1996 by Wellford W. Willms, Times Books, a Division of Random House, New York.

You may want to browse through Hewlett-Packard's Web site http://www.hp.com/education/usacanda.html

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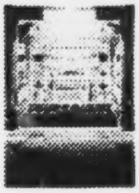

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ABSTRACT:NUMMI

NUMMI is a joint venture formed by General Motors and Toyota in 1984. NUMMI is the acronym for New United Motor Manufacturing Inc. and is located in Fremont, California. Initially the joint venture was thought to have no chance of success due to its organizational structure. The managers were a mix of Japanese and Americans and the majority of the production workforce was drawn from the pool of angry GM-Fremont workers who had lost their jobs when the plant had closed prior to the merger. However today, skeptics' voices have been silenced. By 1994 NUMMI had produced the majority of the Geo Prisms, Toyota Corollas and Toyota compact pickup trucks sold in the U.S. with 65 percent of the pre- is among the highest in the world. NUMMI has also created a revolutionary model of industrial relations that have exchanged adversarial relationships for cooperative, productive ones.

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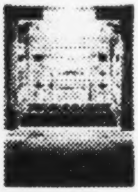

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CASE STUDY - NUMMI

NUMMI is a joint venture formed by General Motors and Toyota in 1984. NUMMI is the acronym for New United Motor Manufacturing Inc. and is located in Fremont, California. Initially the joint venture was thought to have no chance of success due to its organizational structure. The managers were a mix of Japanese and Americans and the majority of the production workforce was drawn from the pool of angry GM-Fremont workers who had lost their jobs when the plant had closed prior to the merger. However today, skeptics' voices have been silenced. By 1994 NUMMI had produced the majority of the Geo Prisms, Toyota Corollas and Toyota compact pickup trucks sold in the U.S. with 65 percent of the pre- is among the highest in the world. NUMMI has also created a revolutionary model of industrial relations that have exchanged adversarial relationships for cooperative, productive ones. NUMMI has also proven to be a powerful economic magnet as parts suppliers have clustered around the plant to take advantage of the new business and to learn Toyota's "learn production" techniques. The lessons drawn from NUMMI have not been lost on GM having initiated a major transformative process adopting NUMMI's production systems. NUMMI's success proved that labor and management can work toward mutually beneficial goals that serve the best interests of all employees.

Prior to the merger the Fremont GM plant was declining and was destined towards complete closure. Neither management nor the employees cared for the company, its products and its success. Management had basically abdicated and had no control of what went on in the plant. The union spent all of its time fighting and threatening management. The result was low quality in the cars and trucks produced, low sales, low profits. The plant failed, employees laid off and the plant closed. In come the Japanese. For years the Japanese had been studying American automakers as well as productivity processes. Their analysis along with the application considerations for the small island of Japan resulted in the elimination of mass production in favor of "lean production." Lean production focuses on shortening the time between taking a customer's order and delivering the product by relentlessly removing waste from the process. The productivity essentials in a Japanese 'lean production' system rely on a self-regulating production principle that insures high quality because defects are caught at their source. Every employee assumes responsibility for doing his or his job correctly and therefore not passing along mistakes to the next level or worker.

Employee responsibility is the Toyota cornerstone. Right along with this principle comes their second most important driving force, continuous improvement. Continuous improvement is continuos change and continuos learning. The Toyota system requires that all employees be flexible and perform a variety of jobs. Workers are paid on the basis of seniority rather than by the job or jobs they perform. Because the Toyota system depends on worker's knowledge and experience it requires fewer inspections and thus fewer workers than the traditional American assembly line production systems. The joint venture was not easily accepted at first but both GM and Toyota persisted against all odds and prevailed. Once the alliance was solidified they proceed to establish the management team as well as re-hiring all the laid-off GM employees from the Fremont plant. They invited the old local to become the leadership of the new one, bringing them as part of the team from the inception of the new organization. After arduous months of planning the UAW agreed to accept the Toyota production system, to increase the flexibility of the work rules and to simplify the job classifications. GM agreed to let Toyota run the plant and Toyota agreed to rehire the GM workers. In an unusual arrangements the Japanese and American managers worked in the same location and hand in had with the union leaders as together they rehired the workforce. Each new hire was done with the understanding that all employees would be expected to contribute to an atmosphere of trust and cooperation and that poor quality workmanship and absenteeism would not be tolerated.

The success of the NUMMI experience can be earmarked by the joint effort by management and labor. The employees were seen as assets and management was see as a partner in the survival of the plant and the joint venture.

For an excellent and comprehensive study of this reform initiative please read "Restoring Prosperity – How workers and Managers are Forging a New Culture" 1996 by Wellford W. Willms, Times

Books, a Division of Random House, New York.

You may want to browse through NUMMI's Web site
http://nummi.com/main.htm

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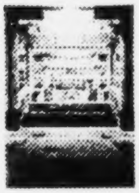

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Abstract: Douglas Aircraft

In a declining environment with huge financial losses, total Quality Management was seen as the promise for renewal by McDonnell Douglas management for the aircraft division of the company. A small group of elite Douglas management employees was charged with jolting Douglas Aircraft's 53,000 employees out of their complacency and infuse them with the urgent desire for change. The plan would physically seize the division, fire nearly half of their 5,200 managers, restructure the organization and streamline the production system. The intent was to build a new culture of mutual respect and teamwork.

Click here if you are interested in the Douglas Aircraft case study.

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Case Study- McDonald Douglas Aircraft

In a declining environment with huge financial losses, total Quality Management was seen as the promise for renewal by McDonnell Douglas management of their aircraft division of the company. A small group of elite Douglas management employees was charged with jolting Douglas Aircraft's 53,000 employees out of their complacency and infuse them with the urgent desire for change. The plan would physically seize the division, fire nearly half of their 5,200 managers, restructure the organization and streamline the production system.

The intent was to build a new culture of mutual respect and teamwork. McDonnell Douglas himself headed the transformation process, convinced that through the principles of TQM the company would restructure and become a modern, effective and efficient plant once again. A multimillion-dollar retraining effort was therefore launched to indoctrinate employees in the TQM principles with an investment of $17 million. Unfortunately the effort did not produce the fruits it promised. At heart was the behavior of many the remaining managers of the company, who for the most part, and in spite of the training and focus on "team work" retained their authoritarian behavior patterns.

Another problem in the approach was that since the company had to continue production as the training went on, incremental change was slow and at times all together missing. When a group of employees would go to the training and returned to there jobs they would find that none of the principles they had learned were in place or could be in place until all the employees were trained. The time span of training of all employees was such that by the time all were trained those who had gone first would not remember the principles taught. Another major problem was the lack of participation by the union. Though the union was supposed to have been a partner in the TQM initiative, the local was sidelined because of political infighting. Although there were some pockets of success at the end of 2 years it became clear that TQM had failed to penetrate the

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Douglas culture. The resulting effect was that the company's fiscal stability was at risk and the CEO announced that at least 17,000 jobs would be eliminated. The multimillion-dollar training effort would be cut in half, gutting the reform effort and forcing layoffs of all two hundred of the TQM trainers. The company entered a steep decline as it cut deeply into its workforce to reduce costs.

Over three years 40,000 Douglas employees lost their jobs. What went wrong? Basically the reform efforts failed because there was no buy-in from the employees and the entire effort was launched from the top down. The benefits for the employees or the company in the restructuring effort were never clarified to the point that each and every employee saw the restructuring effort as a positive move. There never was any sense of urgency to improve the quality or control costs. Employees never saw any risk nor did they ever imagine that Douglas was really experiencing any serious problems. They never imagined that anything could happen to the organization, as they knew it, so they did not see the need to change.

In summary, Douglas transformation initiatives failed because the executives waited too long to try to save the company, secondly the TQM vision was unclear as to its benefits for the employees and the company as a whole and finally the reform efforts were introduced as "mandates" from the top down. Finally the expectation that training alone would change the existing culture was a misguided notion.

For an excellent and comprehensive study of this reform initiative please read "Restoring Prosperity – How workers and Managers are Forging a New Culture" 1996, by Wellford W. Willms, Times Books, a Division of Random House, New York.

You may want to browse through McDonald Douglas' Web http://www.mdtsc.com/

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Abstract: USS-POSCO Industries

By the early 1980s the Pittsburgh Works located in California had become a liability to its parent company U.S. Steel. Its equipment was antiquated and it could no longer in the international market with a product of high enough quality. In 1986 the mill was rescued by an infusion of Korean capital and technology from Pohang Iron, otherwise known as POSCO. Subsequently U.S. Steel and POSCO formed a joined venture called USS-POSCO Industries. They proceed to create the most steel production mill in the world. However three years after, and when the new mill roared to life it became clear that the new venture would be hobbled with the same adversarial relationship between U.S. Steel and the United Steelworkers of America (USWA) that had been forged in the violence at Homestead a century before. The survival of the production of steel in the U.S. had at its core the transformation of the employee-employer relations.

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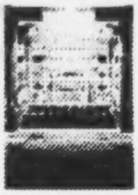

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CASE STUDY - USS-POSCO

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It has been extensively reported that the adversarial culture can be traced directly to the confrontational tactics used by Andrew Carnegie as he built his steel corporation. In 1883 he bought the ninety-acre Homestead Works and invested millions in the latest technology making Homestead one of the most advanced steel producers in the world. Carnegie sought complete control of his company and had no patience with the union. In 1901 Carnegie sold his immense holdings to J.P. Morgan for $400 million. Morgan in turn created U.S. Steel Corporation and refused to recognize the union. In 1935 Congress passed the National Labor Relations Act (the Wagner Act) giving workers the right to organize and bargain.

By the 1950s the steel industry was expanding on a wave of postwar prosperity. For a while there had been peace between the workers and U.S. Steel as long as both sides shared in the prosperity even though the union rejected the notion that it had any responsibility for product quality and productivity. Prosperity blinded everyone and complacency set in. As a result American steel executives and union leaders failed to forecast the changing environment and global competition took them by surprise resulting in a deep seemingly irreversible decline.

In the 1970s wages in the industry had risen faster than productivity and American steelworkers had become the highest-paid industrial workers in the world. Addressing an industry with high paying jobs, archaic equipment and antagonistic employee-employer relations was the challenge that welcomed the new venture entitles USS-POSCO. The Koreans had an enormous transformational process ahead.
The Korean model of work ethic was the first one to be imported with the central belief and slogan " resources are limited, creativity is unlimited." They also imported the importance of person to person face to face relationships, little by little turning around the ingrained antagonistic relationships from inside. Working on the relationships that did work they began to change the perceptions and create a culture of change hand in hand with the union employees and the leadership as appropriate. A first step was the very personal approach they the top Korean executives demonstrated by personally interviewing each and every employee of the company to get to know them, their skills, career goals and establish a close link. The key element they were after was trust. They conceived that without trust all you had were contractual agreements with no personal buy-in by all involved and without a clear understanding that the thrust of all involved was to make the company succeed because the company's success is the employee's success as well.

One of the first changes was to select their top 'change agents' not on seniority but on abilities through an application and testing process. These individuals then were sent to Korea to see how the company operated. A sense of pride and honor was developed. A learning center was created where both union members and management engaged in learning together. Those re-training and learning the operation of new equipment were paid added salary points during the training and after as well in relation to their expertise. The company invested heavily on their employees. The company's honest desire to improve and bring its employees along was a combined thrust for the success and turn around of all involved.

The transformation process was not easy and certainly did not occur overnight. It was an arduous process that took several years with ups and downs where trust at times was high and then would plummet. However persistence prevailed when after six years the company made significant profit.

The success of the transformation process was (1) a communicated and shared vision, (2) redesigned processes with an investment in training and excellence, (3) training was designed by all involved and not from the top down and (4) a process to address problems was commonly agreed upon.

For an excellent and comprehensive study of this reform initiative please read "Restoring Prosperity – How workers and Managers are Forging a New Culture" 1996 by Wellford W. Willms, Times Books, a Division of Random House, New York.

You may want to browse through USS-POSCO's Web site http://www.uss-posco.com/main.asp

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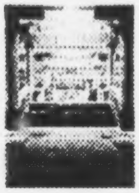

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CASE STUDIES OF INITIATIVES AT K-12 INSTITUTIONS

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Case Study - K-12 School Reform - Implications for Higher Education

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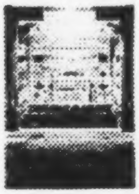

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School Reform - Implications and Responsibilities for Higher Education is a report prepared for the California Education Roundtable in April of 1995.

The California Round Table was created in 1981 by David Saxon, then president of the University of California, and was titled at the time "California Round Table of Educational Opportunity." Dr. Saxon viewed the Round Table as a volunteer public interest coalition whose members were to include the chief executive offices of California's three public segments of higher education, the State Superintendent of Public Instruction, the chair of the Association of Independent California Colleges and Universities and the executive director of the Postsecondary Education Commission. In 1981 the members of the Round Table issued a "Statement of Purpose and Initial Agenda" in which they listed its goals: (1) increasing the percentage of students who graduate form high school; (2) improving the academic skills of high school graduates; (3) strengthening the teaching profession; (4) improving the coordination and effectiveness of postsecondary outreach programs; and (5) strengthening the community college transfer function. As it evolved, the Round Table has also focused on Affirmative Action activities in order to increase the participation by underrepresented minority students in higher education.

In 1986, and in the context of the 1985-88 review of the Master Plan, the Roundtable began addressing intersegmental policy issues and changed its name to the "California Education Round Table." The new emphasis on intersegmental cooperation took on increased importance in the state, due in part to the increased interest in programs that cut across segmental lines. In 1987, in order to address the numerous intersegmental activities, the Round Table created under its aegis a new entity - the Intersegmental

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Coordinating Council (ICC). The Round Table is the principal entity under which intersegmental programs and activities are fostered, reviewed and coordinated, the agendas for action are set and the necessary resources are identified. The Intersegmental Coordinating Council is advisory to the Round Table, and is responsible for ensuring that the Round Table's mandates for more effective intersegmental relations are carried out, and for seeing that intersegmental problems are resolved in a timely manner. It serves as an administrative, coordinating and recommending body, identifying problems that need to be addressed, receiving issues raised by outside groups, assigning unresolved matters to existing bodies for resolution, or forming ad hoc groups if there is no existing body to handle a particular issue.

The ICC is primarily comprised of faculty leaders, students and policy-level staff from the segments. The Council sees one of its most important responsibilities, as deciding which issues should be addressed intersegmentally.

The Roundtable has proved quite effective as a forum for exchanging views among the leaders of California postsecondary education and, through the ICC, in addressing and facilitating intersegmental issues/projects.

The report School Reform - Implications and Responsibilities for Higher Education, presents a summary of the K-12 reform initiatives in California and poses a series of questions and discussion topics for the higher education community to address. It presents a rather convincing argument that although higher education is currently only seeing a trickle of the students exiting the K-12 system under the reform activities, in less than five years a "river" will be flowing, thus posing a tremendous challenge to postsecondary institutions. The reformed high school graduates will be entering higher education with completely different preparation and expectations, thus presenting a formidable task for the postsecondary faculties. Further, the report suggests that higher education faculties should work collaboratively with their K-12 colleagues.

The context of K-12 reform in California is summarized via thorough descriptions of the various reform initiatives that are underway and, at the end of each description, a set of questions or areas for discussion by the higher education community are offered. The initiatives described are:

1. Curricular reforms in the form of the new California curriculum

frameworks focusing on student understanding, student engagement and expected student learning results. The report questions to what degree the curriculum reform activities should be articulated with higher education in relation to assessment, curriculum and admission standards.

2. Competency statements developed in a collaborative framework by the California Education Round Table, the Academic Senates of the Community Colleges, the State University and the University in specific disciplines, to provide secondary school faculty with clear and consistent information on the skills and knowledge needed for every entering college freshman. Areas of discussion by the report are the need for increased collaboration to develop a coherent vision for educational planning.

3. The four statewide reform initiatives focusing on the acquisition of discrete academic skills at the elementary, middle school and high school levels, in which shifting the emphasis from a teacher-centered focus to a student-centered, experiential focus is critical. The report questions to what extent college and university faculty are aware of these reform initiatives.

4. Tech-prep education linking secondary and postsecondary instruction by combining non traditional technical education programs with skills in liberal arts and academic subjects. The report questions the evaluation criteria for these programs and their success rate.

5. School restructuring, where the learning environment is shifting from a factory model to a holistic model. The report warns that this restructured model will affect the articulation and course approval process.

6. Business education partnerships seeking the collaboration of private industry in easing the transition from high school to postsecondary education and the workplace. The report wonders to what extent should college and universities encourage such partnerships.

7. New assessment systems, consistent with the new curriculum frameworks' goals and the grade-span initiatives, are being created, thus drawing heavily from sources of data which come directly from the student's classroom and are gathered through the year. The report questions the relationship between the revised student assessment system and the college-sponsored assessments.

Finally, the report issues a call to the universities in terms of teacher preparation, induction and professional development. The K-12 reform initiatives rely heavily on the classroom teacher to carry out the day-to-day responsibilities of change, and the report questions how university-teacher credentialing programs will prepare new teachers for restructured schools, new assessment approaches and different instructional approach to curriculum and subject-matter pedagogy. In addition, it points out that the teacher force is not as diverse as the student population, which is now close to 60% minority, thus posing a challenge to the universities in terms of recruiting a more diverse teacher population.

General Review

The report is intended to serve as a vehicle through which California educators can engage in critical discussions about reforms currently underway in the schools and the implications of these reforms for students graduating from high school and enrolling in college. The report is clearly written, well organized and highly informative. It offers a brief yet well organized summary of the K-12 reform activities in California and effectively opens the door for considerable discussion in the higher education community. The report is quite effective in its intent, spotlighting the issues that should be considered by higher education as plans are made to accommodate students from the state's restructured schools.

Conclusions

As California's public schools depart from traditional teaching and learning modalities, conventional course sequencing and established assessment practices, the challenge for higher education will be to revise its expectations and rethink curriculum articulation, admissions policies and teaching strategies in order to provided access and improve the success of students. In addition, teacher preparation, induction and staff development activities in the state need to be addressed in order to accommodate these reform initiatives, as well as the state's demographic shifts.

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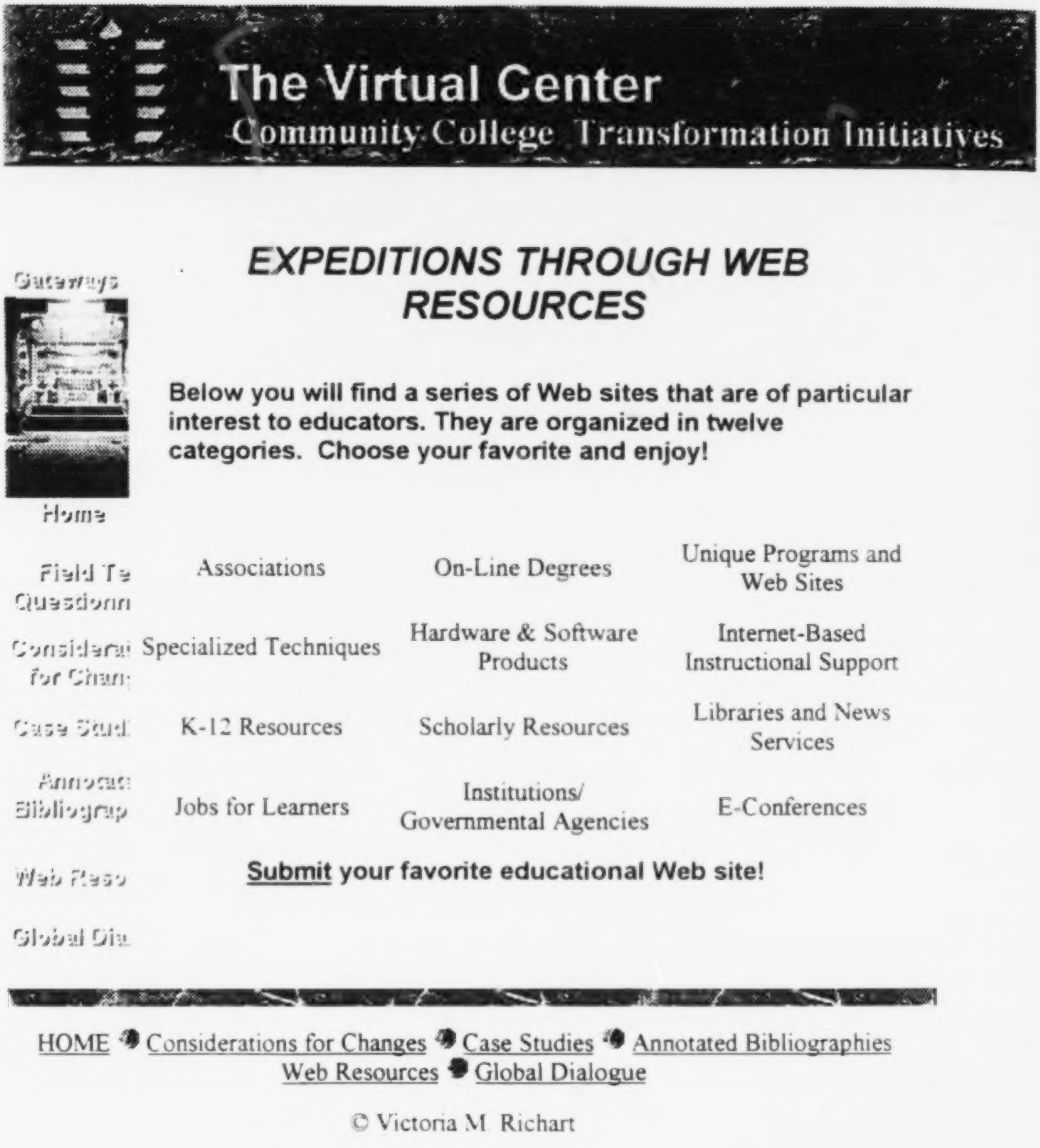
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EXPEDITIONS THROUGH WEB RESOURCES

Below you will find a series of Web sites that are of particular interest to educators. They are organized in twelve categories. Choose your favorite and enjoy!

Associations	On-Line Degrees	Unique Programs and Web Sites
Specialized Techniques	Hardware & Software Products	Internet-Based Instructional Support
K-12 Resources	Scholarly Resources	Libraries and News Services
Jobs for Learners	Institutions/ Governmental Agencies	E-Conferences

Submit your favorite educational Web site!

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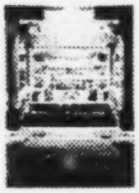

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Associations

American Association of Community Colleges http://www.aacc.nche.edu/

The AACC was organized in 1920, and represents the 1,100 two-year degree granting institutions. It provides an On-line Membership Directory, numerous publications, and programs. The Telecommunications/Community colleges Satellite Network is of special interest. A service of the Association is the American Minority Resource Center http://www.aacc.nche.edu which is the focal point for all issues relating to minority education in community colleges.

American Council on Education http://www.ascd.org

The college Board consists of over 3,000 member schools, colleges and organizations dedicated to helping students and their families prepare for and succeed in postsecondary education. The College Board provides the following services: SAT Program, PSAT/NMSQT, Admitted Student Questionnaire Service, College Scholarship, Service, College-Level Examination Program, Advanced Placement Program, Enrollment Planning Service, College Search, and Scholarship Launch. Also try their hot topics link at http://www.acenet.edu/hot.html

American Association of Collegiate Registrars and Admissions Officers http://www.aacrao.com/

AACRAO is a non profit, voluntary, professional association of more than 9,000 higher education administrators who represent more than 2,300 institution and agencies in the United States and in thirty-nine other countries. Its goal is to advance higher education and promote the professional development of its members. AACRAO'S transformation has spawned the planning of policy summits on topics of vital importance to higher education. The summits provide a form for discussion of access and opportunity issues associated with learning across international boundaries, achieving diversity in education, and opening new doors to education through the vast potential of virtual learning.

American Association for Higher Education http://www2.ido.gmu.edu

The American Association for Higher Education is a national organization of more than 8,500 individuals dedicated to improving the quality of

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American higher education. AAHE's members – faculty, administrators, and students from all sectors, as well as policymakers and leaders from foundations, government, and business – believe that higher education should play a more central role in national life and that our institutions can must become more effective. AAHE's special projects are Technology Projects, Assessment Forum, Forum on Faculty Roles & Rewards, The Teaching Initiative, Continuous Quality Improvement (CQI) Project, and The Education Trust. AAHE's conferences the National Conference on Higher Education, 7th Annual on School College Collaborations, 5th Annual Conference on Faculty Roles and Rewards, and 12th Annual Conference on Assessment and Quality.

American Educational Research Association http://aera.net

The AERA is concerned with improving the educational process by encouraging scholar inquiry relate to education and by promoting the dissemination and practical application of research results. Is 20,000 members are organized into eleven divisions, with numerous special interest groups. AERA journal articles, conference papers and information can be found at http://erica2.cua.edu/aera/aeras.htm

American Association of State Universities and Colleges
http://www.aascu.edu

Provides an extensive list of publications and potential to contribute.

Association of California Community College Administrators - ACCCA
http://accca.com/index.html

ACCCA offers a wonderful web page and service with connections to multiple locations of great interest to community college leaders including conferences, workshops, job opportunities in California Community Colleges, the California Code of Regulations, the Education Code and many, many other wonderful connections to relevant web sites.

Association of Institutional Research http://www.fsu.edu/~air/home.htm

The Association for Institutional Research (AIR) is dedicated to professional growth of all who participate in decision making related to higher education via management research, policy analysis and planning. AIR members work in many different postsecondary areas--finance, academic affairs, instruction, student services and institutional development--and in offices at the international, state, system or campus levels. In bringing diverse membership together, AIR provides a professional organization where members' view points, concerns and differences are examined in an atmosphere of learning, mutual exchange and professional development.

Association of Governing Boards of Universities and Colleges http://www.agb.org

The association is concerned with issues affecting higher education, specially its trusteeship and governance. The association publications are extremely useful.

CAUSE http://cause-www.colorado.edu/

CAUSE functions as a clearing house on issues related to managing and using campus information resources, encouraging attention to these issues, collecting related campus documents and experience, and linking to other related resources to facilitate solutions. CAUSE publishes numerous works and houses and extensive information resources library.

California Academic Senate http://www.academic senate.cc.ca.us

Offers information and contains the archives of the California Academic Senate for Community Colleges.

California Academic Organizations http://www.calif.com/ca/academia.html

This web site provides a reference list of academic organizations in the State.

California Association of Institutional Research http://www.cair.org/

The major purposes of this Association is to provide: 1) for the fostering of unity and cooperation among persons having interests and activities related to institutional research and/or planning in California institutions of postsecondary education; 2) for the dissemination of information and the interchange of ideas on problems of common interest; and 3) for the continued professional development of individuals engaged in institutional research and/or planning.

California Citizens Commission on Higher Education http://www.ccche.org

Privately funded commission concerned with the future of education. General information on higher education is available on this web site.

Commission on Athletics http://www.cclc.sports.org

Community College League of California http://www.cc-infonet.edu/infotxt.html

A statewide information system serving California Community Colleges. Provides operation and management of the California Community Colleges Job registry.

Education Commission of the States (ECS) http://www.ecs.org

This site offers information on current hot issues in education and provides abstracts of ECS publications.

EDUCOM http://www.educom.edu/

EDUCOM is composed of 597 member educational institutions. It has launched the National learning Infrastructure Initiative.

Faculty Association of California Community Colleges http://www.faccc.org

A nonprofit association composed of community college faculty members and profiles California community college news.

Higher Education Associations on the Web
http://www.nacuba.org/website/assrd.html/

Provides a list and links to higher education associations throughout the united states and other countries.

League for Innovation in the Community College http://www.league.org/

The league for Innovation sponsors several important projects and initiatives including The Information Technology Initiative (Conference in November), The Workforce Initiative (conference in February), and the International Community College.

National Association of College and University Business Officers
http://www.nacubo.org

The association promotes sound management and financial administration of colleges and universities through publications, continuing education seminars, information programs and research. It also provides information to members concerning government activities affecting higher education.

Public Policy Institute of California http://www.ppic.org

A private, nonprofit organization dedicated to independent, nonpartisan research on economic, social and political issues of California. All their publications are posted (full text) on the web.

Rand Corporation http://rand.org

A nonprofit institution that is concerned with the improvement of public policy through research and analysis.

Society for College and University Planning (SCUP) http://www-personal.umich.edu/~scup/

The Society for College and University Planning is an international association dedicated to the development of effective planning system initiatives and transformation in Higher Education.

Western Interstate Commission for Higher Education http://www.wiche.edu

A regional organization created to facilitate resource sharing among the higher education system of western states. Contains a list of Wiche publications, annual reports, and information on meetings and conferences.

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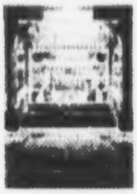

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On-Line Degrees

African Virtual University (AVU) http://www.worldbank.org

One of the first projects of the African Virtual University, sponsored by the World Bank, is providing engineering students the opportunity to take courses in electrical engineering from a professor at the University of Massachusetts at Amherst. The professor's stateside course is videotaped and transmitted via satellite to participating institutions in Ethiopia, Gahana, Tanzania, Uganda and Zimbabwe.

Certificate Programs from International University College http://www.iuc.edu/degrees/index.html

International University College offers several Certificates of Specialization. The curriculum is designed so students can take individual courses intended to upgrade the skills critical to getting ahead in business today. The eight-week courses can be combined to earn Certificates and ultimately a degree.

Crius Institute's Virtual University http://www.us.net/crius/vu.htm

The unique form of education which the Crius Institute provides is based on their copyrighted and trademarked "bootcamp" life ling learning approach which prescribes a focused approach towards the advancement of information age practitioners.

Christopher Newport University Online http://cnounline.cnu.edu/

Christopher Newport University is a comprehensive, coeducational, state-supported institution within Virginia's public university system. The University is organized and instruction is provided to take into consideration the life-long learning interests and need of a largely part-time and mobile student body.

Clyde Virtual University http://cvu.strath.ac.uk/admin/what-is-CVU.html

Clyde Virtual University aims to encourage students and staff to make

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use of the ClydeNet Metropolitan Area Network, which links Higher Education institutions in West Central Scotland. The Scottish Higher Education Funding Council under the Use of the MAN's initiative funds it.

Colorado Community College Online Degrees and Courses
http://www.cccoes.edu/cccoes/cecc/main.htm

Colorado Community College in collaboration with Real Education Inc., a leading online course delivery system provider (see below for link for Real Education) recently created anique system-wide, education delivery model that assures quality, accredited, and transferable coursework to students anywhere, anytime, a collaborative effort to deliver the degrees and certificates of 13 state system community colleges via the Internet.

CollegeNET http://collegenet.com/

The College contact utility for the 21st Century. This on-line site from Universal Algorithms sets the standard for contacting colleges and universities world wide, and currently receives more than 65,000 hits each month.

Early Reading Instruction Certificate, Graduate Level from the University of Colorado Springs Colorado
http://www.jec.edu/cc/uccseric.html

This certificate helps educators discover new approaches to a significant issue in today's classroom developing literacy in children.

Fayetteville Technical Community College Virtual Campus
http://www.fayetch.cc.nc.us/infodes/vcacmpus.html

FTCC's Virtual Campus is a selection of standard, full-credit College courses being offered to the global audience of the Web. Classes are kept to a size where instructors can provide the same level of personal interaction they do in the traditional classroom. The Virtual Campus uses the World Wide Web, e-mail, and other Internet resources to provide opportunities for meaningful student-to-faculty interaction

Global Campus http://www/caulb/edu/gc/

This site is an outcome of Project DELTA at the California State University and is housed at the Long Beach Campus. The Global Campus is a collaborative multimedia database containing a variety of outstanding educational materials such as images, sounds, text, and video to be used for nonprofit, and educational purposes. The goal of the project is to share resources through technology by providing a central "campus" where institutions may make their resources available on the World Wide Web.

Open Learning Agency (AOL) http:// www.ola.bc.ca/

British Columbia's Open Learning Agency is a unique, fully accredited, publicly funded educational leader providing a wide range of formal and informal educational and training opportunities for learners around the world.

Real Education http://www.realeducation.com/

With Real Education students can now interact with their instructors on the Internet using a variety of communications tools, including audio, video, graphics, images, and virtual classrooms, among others. Real Education, Inc. is a leading online course delivery system provider, providing the enhanced technology for students. Real Education, Inc. is the market leader in providing web based online universities and training centers. Real Education is a web technology and service organization that can build your entire university or training center online in 60 days, including online courses you build or we can build for you. Your internet campus sits on our fault tolerant web servers, where we guarantee you no more than 8 second download time of all classroom web pages.

Reykjavik Institute of Education http://www.rvik.com/edu/

Reykjavik Institute of Education is registered as University in Reykjavik, Iceland. RIE University is however a global university. Its students as well as its professors and other teachers are located throughout the world.

Samsung Virtual University http://svu.samsung.net/

This is a corporate Virtual University in Japanese

Spectrum Virtual University http://www.vu.org/campus.html

This site can explore the Internet, help sharpen creative writing skills, or discover the World Wide Web of Spectrum Virtual University.

Virtual Oeresund University http://www.dtv.dk/oresund/

This site is a description of the University Cooperation Project, which created the Copenhagen-Lund University Network for Research and Education. The University Hospitals in Lund, Malmo and Copenhagen

Virtual Technical University of Monterey http://www.ruv.itesm.mx/

This new virtual university is part of the ITESM of Monterey Mexico. ITESM has 26 campuses in Mexico and 81 satellite receiving stations throughout Central and South America. ITESM enrolls more than 70 thousand students. They are perfectly poised to become the virtual technical learning resource for the Spanish speaking world.

Virtual Online University http://www.athena.edu/vou.html

Virtual Online university is a non-profit corporation that provides Virtual Education Environments to bring computer mediated and network facilitated learning opportunities to K-12 community through Athena Preparatory Academy, and Collegiate through Athena University.

Virtual Washington State University http://www.wsu.edu/vweu/

VWSU is an initiative of WSU that provides the necessary resources to allow faculty to explore and select the most appropriate technologies to offer all or part of a degree or certificate program in a learner-centered asynchronous format to enhance learning and improve student outcomes.

Western Governors University
http://www.westgov.org/smart/vu/vu.html

The Alfred P. Sloan Foundation awarded the Western Governors' Association $500,000 to complete key tasks in the development of the Western Governors University. The Sloan Foundation has awarded $15 million since 1993 to pioneering educational efforts throughout the country that provide on-demand learning over computer networks (Asynchronous Learning Networks)

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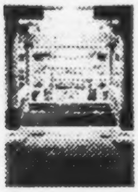

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Unique Programs

- Anneberg/CPB Project http://www.learner.org

This extensive web site details The Anneberg/CPB Project that sponsored a program of seven projects in 1990 that demonstrated how to develop and Institutionalize "new Pathways to a Degree." Each used computing, video and telecommunications to support a rich, accessible degree path for students learning off-campus.

Center for Community College Urban Leadership http://www.nyu.edu/education/alt/center

NYU's Center for Urban Community College Leadership is the only doctoral program in the Northeast focusing on preparing urban administrators and is one of only a few such programs throughout the country.

COIN http://www.rio.maricopa.edu/cquin/

Continuous Quality Improvement Network for Community and Technical Colleges.

Edith Cowan University http://www.cowan.edu.au.prospectus.ecv.virt.html

The University's Virtual Campus network is a computer-managed communications facility that gives students the electronic equivalent of on-campus services which can be accessed through their own home computer.

ED>Net http://ednet.cc.ca.us/

ED>Net is the Economic Development Network of California's 106 Community Colleges. Its focus is to provide training for California's workforce. Programs include advanced transportation technology, biotechnology, applied competitive technologies, international trade development, environmental technology, and contract education.

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ERASMUS Virtual University
http://136.201.87/vuniv/ERAShome.htm

This ERASMUS Virtual University project attempts to implement some of the features of the interactive University of the Future. The ERASMUS initiative has the added bonus of allowing students to develop their language skills and cultural experiences while studying their selected material.

New York University's Virtual College
http://136.201.8.7/vniv/eqvu.htm

The School of Continuing Education at New York University has shown that it is possible to create and implement a college in cyberspace. Begun in 1992, the NYU Virtual College uses a program that builds on Windows, NetWare, Lotus Note, ISDN and Indeo digital video. Using these it offers a small number of courses taught entirely in virtual classrooms.

SimCity 2000 http://www.maxis.com/games/simcity2000/

SimCity 2000 enables students to reestablish a city and make financial, human, and ecological trade-off to develop an optimum growth environment. Each city is unique and provides the opportunity to play out factors such as education, public safety and infrastructure in different balances and observe their long-term effects.

University of Michigan M-Pathway Project
http://www.umich.edu/~mpathway/

The University of Michigan is moving toward the 21st century with the intent of strengthening their position as a world class university. This effort requires change in many aspects of University life, including teaching, learning, research, and public service. To succeed, we must streamline our administrative processes as well. Unless we provide services that support the business of learning and teaching, students, faculty and research money will go elsewhere. The M-Pathways Project is the result of the University executive officers' commitment to revamp our business processes and information systems. The project involves not just implementing a new computer system, but rethinking the way we do things. The project's goals, as stated in its charter, include:

- Improve processes, simplify policies, and eliminate policies and procedures that do not add value.

- Change the organization to support innovations in policy and procedure.
- Create a new technical and data infrastructure to support the University's administrative processes.
- Capture data at the source and share it across the University to support decision-making.

The University has selected a company called PeopleSoft, Inc., to help accomplish this immense task.

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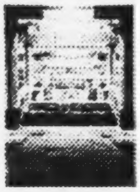

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Specialized Techniques

Commonwealth of Learning http://www.col.org.

The Commonwealth of Learning is an international organizations established by Commonwealth Governments in 1988 to create and widen access to education and to improve its quality, utilizing network resources.

Distance Learning on the World Wide Web
http://edweb.sdsu.edu/People/Bdodge/ctptg/ctpg.html

This site is a springboard for your own future learning on this topic. The resources listed on this site can help to continue learning in more depth, about the ways in which technology can aid in teaching.

U.S. Copyright Office http://lcweb.loc.gov/copyright/

This extensive site offers information on Copyright basics, registration, application forms, announcements, licensing, as well as conducting a search of Copyright Office records and annual reports on-line.

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Hardware & Software Products

Apple Support and Information Web http://www.info.apple.com/

This central point of contact provides access to Apple Technical Support, Product Descriptions, Developer Services, Software Updates, and Apple Technical Information Library.

Apple Education WorldWide http://education.apple.com

This site provides access to Apple Education news and events for Apple users

CBT Systems http://www.cbtsys.com

This site provides interactive software to meet the training needs of information systems professionals, focusing on client/server, networking, and operating systems technologies. Offerings include critical desktop applications such as Windows 95' and MS Office.

Cital - Computers in Teaching and Learning
http://www.staffs.ac.uk/cital/main.html

The Staffordshire University IT Services CITAL pages are designed to cover everything related to the use of Computers and IT in the Teaching and Learning processes, and it is their intention to provide a growing collection of information and sources.

Computer Teaching Corporation
http://www.tencore.com/~etc/index.html

CTC offers a family of multimedia authoring and course management tools. Products include Course Manager, Language Authoring System, and Producer; CTC provides tools primarily for the Windows and DOS environment.

Course Builder http://www.io.org/~tmale/Cbinfo.html

A Course Builder is a commercial multimedia course development package. It includes question and scoring tracking and reporting,

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graphics and animation, and video and quicktime support. Course Builder provides tools primarily for the Macintosh environment.

Education and Edutainment Software Catalog
http://www.internet.net/egi-bin/

This Catalog is provided by the Internet Shopping Network, and includes extensive education and edutainment software listings by publisher.

IBM's Kiosk for Education http://oke.engr.washington.edu/

This site gives primary access to IBM's educational products, software, resources, and news.

Lotus Development Corporation http://www.lotuc.com

A subsidiary of IBM Corporation, offers software products and support services that allow information to be accessed and communicated in ways never before possible.

Microsoft Online Institute http://moli.micosoft.com/default.html

This central point contact provides access to Microsoft Products, Search, Online Institutes, etc..

Shareware.com http://www.shareware.com/

This site is the Nations leading source for software that is shared for both Mac and PC platforms.

Sun Microsystem http://www.sun.com

This site provides award-winning products, services, and support solution for computing environments. Sun boasts of discovering several groundbreaking technologies including Java, JavaChip, Solaris, Ultra, and Enterprise desktop workstations and servers.

SunSITE htttp://sunsite.unc.edu

SunSITE (Software, Information and Technology Exchange) is brought to you, in part, by a generous grant from Sun Microsystems. SunSITE USA at the University of North Carolina at Chapel Hill was the first SunSITE in the world. Since SunSITE began in 1992, the Sun Microsystems sponsored program has expanded to several key Universities around the world. The goals of the SunSITE program are to: • provide easy access to public domain software on the Internet • act as a repository for Sun and key Government information • promote development and research of new Internet tools • launch hot cutting-edge applications on the Internet

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Internet-Based Instructional Support

Authoring Language Index http://www.mcli.dist.maricopa.edu

This site is housed at the Maricopa Center for Learning and Instruction. It includes a brief description and links to 44 multimedia-authoring systems.

Blue Web'n Learning Applications
http://www.kn.pacbell.com/wired/bluewebn

This is a site originally brought out by Ken Zelasko, the Arts and Humanities SAM. It offers an extensive library of Internet based instruction, the best feature is a weekly list of host sites, which are E-mailed to the members.

Carrie's Crazy Sites for Educators
http://www.mtjeff.com/~bodenst/page5.html

This is a site that is extremely rich in educational links on all discipline and topics.

Faculty Web Resources
http://web.calstatela.edu/centers.CET/web/.htm

This Web site was created by faculty for faculty. It is perhaps the best self-instruction utility available for faculties who are beginning to explore the Web. It was created for The Center for Effective Teaching and Learning at the California State University at Los Angeles.

Maricopa Center for Learning and Instruction
http://www.mcli.dist.maricopa.edu/

This site located at the Maricopa Community College District provides extensive information about teaching and learning using the Web. It provides great demos, access to current "What's Happening" on the Web. As well as links to over 425 Community College Web sites.

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Online Curriculum Development
http://www.caso.com.iu/articles.reid02.html

Provides articles about curriculum development for online courses.

Online Educator http://www.ole.net/ole/

The Online Educator is a copyrighted publication of Online Publications Inc. and provides a great number of resources for faculty working online.

Toward an Electronic Classroom
http://kiwiclub.bus.utexas.edu/aea_presentation/aea_presentation.html

Provides a class in presentation, with real examples, of how the Internet can be used to present Higher Education institutions. It has examples of course syllabi, instructors' vita, three-dimensional charts of grades over time, PowerPoint illustrations, and so forth.

World Lecture Hall http://www.utexas.edu.world.lecture.index.html

The World Lecture Hall is available courtesy of the University of Texas at Austin. It links faculty from around the world who are using the Web to deliver learning materials.

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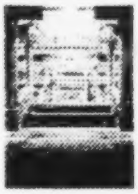

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K-12 Resources

Classroom Connect http://www.classroom.net/classweb/

Classroom Connects the K-12 educator's world-wide, it provides free web space for any K-12 school who wishes to connect. It also provides links to education resources, a forum for on-line educational discussions and links to the business community.

KIDSONLINE: http://www.kidsonline.org

KIDSONLINE is dedicated to assure that steps are taken to make the Internet online experience safe, educational and entertaining for children. We the Internet Educators, recognize the growing potential of the Internet and the need to carefully weigh the alternatives for action to avoid unnecessarily stifling its development or intruding on constitutional rights. This Internet Online Summit is also made to examine children's relationships with the Internet is complex, involving issues of equitable access, marketing and the advertising practices, quality content, privacy, and safety from harmful content, and illegal activity, among others.

Sample Internet Lessons and Learning Projects
http://schoolnet2.carleton.ca/english/ext/aboriginal/lessons/index.html

This is a very valuable site including History of the Internet, Internet Terminology, and other net links. The lessons here have been set up for classroom use and are also designed to: 1. Teach something about the Internet 2. teach how to use the Internet 3. Teach something by using information gained from the Internet. These lessons plans and learning projects are provided to schoolnet courtesy of ABENAKI ASSOCIATES

Links to Excellent Resources in K-12 (ENMU Tech/Web)
http://www.enmu.edu/virtual/k-12.html

This page provides material that is suitable for K-12 teaching. Also included here are links to sites that provide lesson plans, teaching material and related sources. Some of these pages may also contain material that

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could be used in a remedial/developmental college course.

Resources for K-12 Educators of California
http://www.cccoe.k12.ca.us/coe/curins/sbtsa/Welcome.html#Interesting_and_Imporant

Interesting and important resources and links for California Educators

World-Wide Web and Education http://K12.omidr.org:90/web.intro.html

This site primarily serves as a discussion forum for the use of the World-Wide Web as an educational tool within the K-12 community.

Technology and Learning http://www.techlearning.com

Electric Library is a personal fee-based online research center. Whether for Work, School, or Home, the visitor will have immediate and unlimited access to hundreds of full-text magazines and newspapers, along with newswires, books, transcripts and thousands of pictures and maps!

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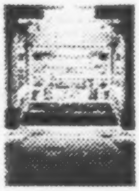

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Scholarly Resources

Cyberculture Studies http://otal.umb.edu/~rccs

The Resource Center for Cyberculture Studies is an online, not-for-profit organization whose purpose is to research, study, teach, support, and create diverse and dynamic elements of Cyberculture. Collaborative in nature, RCCS seeks to establish and support, ongoing conversations about the emerging field, to foster a community of students, scholars, teachers, explorers, and builders of Cyberculture, and to showcase various models, works-in-progress, and on-line projects.

Distance Education Clearing House
http://www.VWEX.edu/disted/listservers.html

This extensive web site provides lists of services and on-line journals of interest to ant educator wishing to use digital or broadcast means to provide materials and resources to their learners. This is provided courtesy of the University of Wisconsin's-Extension.

Diversity University http://ww.du.org/

Diversity University is a joint venture between Embry Riddle Aeronautical University and SRI International, an applied research organization in Califomia. Diversity is a non-profit organization, which readily admits that this University is an experiment in network-based learning, where educators come "to develop, support and maintain creative and innovative environments and tools for teaching, learning and research through the Internet and other distributed computing systems."

Edweb http://edweb.cnidr.org/

Edweb offers an exploration of the worlds of educational reform and information technology.

Electronic Journal on Virtual Culture
http://www.momash.edu.au/jourmals/ejvc/ejvc3n2/html

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EJVC is a peer-reviewed electronic journal dedicated to scholarly research and discussion of all aspects of computer-mediated human experience, behavior, and interaction. EJVC publishes articles on such topics as computer-mediated activities as electronic mail, e-conferences, e-journals, information distribution and retrieval, the construction and visualization of images/representations/ models of reality and/or worlds, and global connectivity. The purpose of EJVC is to foster, encourage, advance, and communicate scholarly thought, (including analysis, evaluation, and research) in multiple disciplines about virtual culture.

ERIC Wizard http://ericae2.educ.cua.edu

The ERIC database contains over 850,000 bibliographic citations and digests (as of 9/97). The web-based Search ERIC Wizard provides an interactive, front-end for searching the ERIC database based on the carefully developed ERIC Thesaurus of Descriptors to build high-quality, effective searches. The wizard also provides seamless on-line ordering, readily available information on journal & document sources, ability to display multiple citations, save citations to disk, and an effective 'More Like This' option based descriptors).

ERIC for Community Colleges (ERIC/CC)
http://www.gse.uda.edu/|ERIC/eric.html

The ERIC/CC is a separate database housing Community College related topics. ERIC is a national information system established in 1966 to provide extensive access to education related literature. The database contains more than 850,000 abstracts with access via the WorldWide Web or Gopher.

Federal Communications Commission: LearnNet Sites
http://www.fcc.gov/learnnet/

This web site is called as FCC's Informal Education page. Now a day, Technology has greater power to enhance education. The FCC is working to bring every school in America into the information age. LearnNet is about important FCC policy and education initiatives. The Internet Educators can also join FCC in dialogue to help spread the benefits of technology to schools and libraries nationwide. Here the educators can also found the links to Other Educator Sites.

Institutes for Learning Technologies http://daemon.ilt.columbia.edu/

The Institute for Learning Technologies of Columbia University works to advance the role of computers and other information technologies in education and society. The institute seeks to empower the creative reform of education through three types of work with technology.

Internet Institute http://www.net-inst.com/site/english/about.html

The Internet Institute focuses exclusively on delivering a wide range of Internet services, from educational seminars and hands-on training to Web site strategic planning and development.

Moderator's Home Page
http://star.ucc.nau.edu/~mauri/moderators.html

A set of resources for moderators and moderators-to-be of online discussion in both academic and non-academic settings. There are links here to many resources, including bibliographies, netiquette guides, chapters form books, texts of papers presented at conferences, and more.

National Center for Technology Planning http://www.nctp.com/

This site deals with the impact technology has on students. Also addresses student support faculty development, upgrading and re-allocating technology, classroom technology, and distance learning.

NetLearn http://www.rgu.ac.uk/sim/research/netleam/callist.htm

The Internet Learning Resources directory (NetLearn), is a designed project to assemble a list of online Internet training materials, has reached its release. It consists of links to resources useful in teaching Internet skills, annotated with abstracts and classifications.

NetTech News http://www.nettech.org

NetTech searches the Web for new and exemplary sites in educational technology. Each month NetTech highlights the 12 best educational technology web sites. The criteria for selecting the web sites include innovative use of educational technology; well-organized content; user-friendly graphic interface design; support for educational reform.

News for Educators in a Hurry http://www.classiv.com

Educators can get free subscriptions to the online education newsletters. These newsletters consist of a collection of brief summaries of education new stories, and are designed to be read in less than ten minutes.

ONLINE-ED http://www.edfac.unimelb.edu.au/online-ed/

ONLINE-ED is not an open chat list, but a web resource site that provides brief articles of interest from educational leaders.

PROJECT 2000 http://www2000.ogsm.vanderbilt.edu/about.html

Project 2000 is a five-year sponsored research effort devoted to the scholarly and rigorous investigation of the marketing implications of commercializing hypermedia computer-mediated environments like the World Wide Web and other emerging electronic environments.

STUDENT AFFAIRS JOURNAL – ONLINE http://sajo.org/

Among the articles currently online are " A Moderl Partnership for Student Affairs and Campus Minister" by J. Thomas Brown and Glenn Tyndall, and Attitudes Toward Academic Dishonesty Among First-Year College Students" by Colleen Timmons and Robert Bowman. There are also reviews and other resources here.

Teaching and Learning Technology Support Network
http://www.elec.gla.ac.uk/TLTSN

This site is maintained by the Glasgow Teaching and Learning Technology Support Network, a Higher Education funded service of the United Kingdom.

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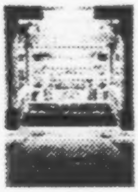

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Libraries

Annual Reports Library http://www/zpub.com

This resource houses over 1.45 million annual reports of corporations, foundations, banks, mutual funds, and public institutions form the U.S. and around the world. It provides tips for reading annual reports, creative tips for publishing annual reports, and methods for locating

Columbia University Barleby Library (literary resources)
http://www.columbia.edu/acias/barleby/

Provides literary, historical, and reference works on the Internet

Electric Library http://www.elibrary.com/id/27/86

This Electric Library is a commercial, subscription based, electronic information retrieval system. It provides access to over 150 newspapers and wire services, 800 magazines and journals, and 3,000 reference works. All one billion words of full text are searchable.

Guide to Reference Libraries http://www.yahoo.com/reference/libraries

This site provides access to eight on-line Libraries, 132 Public Libraries, 176 University Libraries, as well as links to specialty libraries such as Engineering, Information Science, Law, Medicine, and 6 Presidential Libraries.

Libraries of the World – an Index
http://www.cam.ac.uk/Hytelnet/sites1.html

This site is based at the University of Cambridge and includes detailed listings of library catalogs in the Americas, Europe/Scandinavia, and Asia/Pacific/South Africa. This extensive index is based on Peter Scott's Hytelnet version 6.9.

MCI LibraryLINK http://www.librarylink.com/

MCI LibraryLINK is a collaborative effort from MCI and the American Library Association offering a multitude of services, research projects.

reports and links.

The Virtual Reference Desk
http://thorplus.lib.purudue.edu/reference/index.html

Links to a multitude of documents and sites such as Federal and Indiana state documents dealing with government issues such as constitutions, the Declaration of Independence, and census data; general works on Information Technology from academic sources and the popular press. Also links to dictionaries, thesauri, acronyms and English, International, Acronym, and Technical Dictionaries etc.

World-Wide On-line Library Catalogs
http://potter.cc.keele.ac.uk/depts/li/opacs.html

This index provides quick access to Gabriel (the information server for Europe's libraries), all the major university libraries of the UK, and BIBSYS (the Norwegian library catalog). As well as a host of other US and Worldwide Resources.

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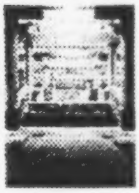

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Jobs for Learners

JOBTRAK http://jobtrak.com/

JOBTRAK is where learners and the employers meet. JOBTRAK is a partnership with over 350 college and university career centers, listing over 600 new jobs daily, and utilized by over 150,000 employers.

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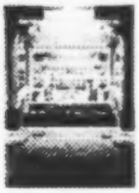

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Institutions

California Virtual University http://www.virtualu.ca.gov/

California's leading colleges and universities are working together to create the world's virtual university – with courses, degree programs and other services.

Chronicle of Higher Education http://www.chronicle.com

The Chronicle is the No. 1 news source for college and university faculty members and administrators. A subscription to The Chronicle includes free access to the Academe Today WorldWide Web site and daily electronic-mail updates.

CollegeNET http://www.collegenet.com

CollegeNET is a free guide to colleges and universities which provides students with a web-based tool for identifying and then applying to institutions that fit their needs.

Consortium for Community College Development
http://www.umich.edu/~cccd

The consortium acknowledges that community colleges are being reshaped by shifting resources, rapidly changing technology, intensifying competition, and heightened demands for institutional accountability and responsiveness. We also k now that our colleges must pursue fundamental change in structure and delivery systems if they are to remain vital institutions. Community colleges everywhere are attempting to respond to this mandate for change by rethinking such basics as mission, organizational structure, administrative systems, programs and services.
The Consortium for Community College Development is committed to: • Identifying critical issues impacting community colleges; • Helping community colleges develop strategies, structures, and processes to prepare for a very different future; and • Providing comprehensive

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programs, services, and research to strengthen the capacity of community colleges to respond to change. The Consortium is a powerful network of 155 colleges in 31 states and Canada. Our approach is decidedly collaborative and pragmatic. We maintain close ties with our member institutions to ensure the relevance of our services, and to facilitate greater networking within and between community colleges. We are a unique partnership between universities and community colleges, and are co-sponsored by The University of Michigan and Michigan State University.

Horizon Home Page http://sunsite.unc.edu/horizon

Horizon's mission is to inform educators about the challenges that they will face in a changing world and steps they can take to meet these challenges. They strive to accomplish this mission by using Horizon Home Page, Horizon List, a print publication, On The Horizon, and seminars and workshops interactively to explore and extend thinking as an educational community about the implications of a rapidly changing world and what we can do to make educational organizations and programs more effective in the future. Towards this goal, they open the discussion to the global community, via Horizon List, archive this discussion and their print publication on their Web site, and produce practical benefits as evidenced by anecdotal comments by users.

Online Institute for Cyberspace Law and Policy
http://www.gseis.ucla.edu/iclp.hp.html

The Online Institute for Cyberspace Law and Policy exists only in cyberspace. It has no offices, no telephone numbers, and no building address. The entire institute is located online, and everything that the institute has to offer is included in these web pages. Since its inception in September 1995, the institute's goals have included the following: • To provide resources for academics, practitioners, students, and interested "netizens." • To help generate solutions to problems that are arising in cyberspace. • To identify compelling legal and policy issues in this area. • To further the development of Cyberspace Law as a separate discipline. • To provide a vehicle for the dissemination of new ideas. • To help foster the growth of new electronic communities in this area.

Research and Planning Group http://www.rpgroup.org/

The Research and Planning Group for California Community Colleges is a professional organization which promotes the role and use of research and planning in policy development, evaluation, and the effectiveness of California Community College activities and programs.

The group provides leadership on educational issues, professional development, legislation and policy review, linkages and coordination, and information sharing.

News for Educators in a Hurry http://www.classiv.com/

The USA Ed.Net Briefs and Washington Ed.Net Briefs are free weekly newsletters sent to subscribers via e-mail and posted to this web site. Each newsletter contains a compilation of summaries of important or interesting education news stories, including the complete source citation.

Public Policy http://www.policy.com

Policy.com is the Web's most comprehensive public policy resource and community. Drawing from its network of policy influentials, **Policy.com** showcases leading research, opinions and events shaping public policy on dozens of issues including education, technology and healthcare. **Policy.com** is non-partisan and free to users.

U.S. Department of Education http://www.ed.gov

The web site of the U.S. Department of Education offers links to many topics, resources for teachers, plus information about technology and grants.

Western Governors University http:www.westgov.org/smart/vu/vu.html

The governors of the western states see the exploding availability and capabilities of advanced technology-based teaching and learning as a potentially powerful means to address these challenges, and to make cutting-edge educational and assessment services much more widely available. Therefore, the governors, meeting in late Fall 1995, charged a WGA design team with creating a design plan for a western virtual university to serve the region and an implementation plan through which such an entity could be established and financed.

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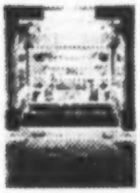

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E-Conferences

Directory of Scholarly and Professional E-Conferences
http://www/n2h2/com/KOVACS/

The Directory of Scholarly and Professional E-Conferences screens, evaluates and organizes discussion lists, newsgroups, MUD, MOO's, Mucks, Mushes, mailing lists, interactive Web chat groups and E-Conferences on topics of interest to scholars and professionals for use in their scholarly, pedagogical and professional activities. The E-Conferences in the Directory are all accessible via Internet services.

Customizing Faculty Training Programs for the Interactive Video Classroom Http://www.state.ky.us/kirm/ktln.htm

Provides assistance in identifying conferences and a unique training program

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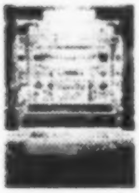

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CENTER FOR GLOBAL DIALOGUE

The **Global Dialogue** component of this Web site is designed to enable educational practitioners to post their thoughts, questions, ideas etc....

We are using e-mail to support public and private posting of your discussion and reply topics. You do not need an account to participate in these forums. All public postings will be anonymous. Anyone may state their thoughts, ideas, suggestions and or questions.

Please contribute to making this Web resource truly responsive to your needs!
Click here to start.

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